PREFERRED STRATEGIES OF SELECTED UNIVERSITY
STUDENT AFFAIRS ADMINISTRATORS IN IMPLEMENTING CHANGE USING
NUTT'S FOUR MODELS OF CHANGE IMPLEMENTATION TACTICS

BY

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AFFAIRS ADMINISTRATORS IN IMPLEMENTING CHANGE USING
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The purpose of this study was to investigate the perceived applicability of change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change in the administration of college and university student housing operations.

The researcher developed and validated an instrument that presented typical change situations occurring in college and university housing operations. The scenarios were divided into the four management function areas of planning, organizing, leading, and controlling. Following each scenario were four responses that represented Nutt's four implementation tactics. The survey instrument was mailed to three groups of student affairs administrators involved with the supervision and management of on campus student housing. The three administrative groups were the chief student affairs officer, the chief housing officer, and members of the professional housing staff immediately subordinate to the chief housing

officer. All groups were from public institutions with on campus housing populations of 2000 or greater. There were 100 administrators in each of the three groups drawn from an institutional sample of 178.

Simple t-tests and one-way analyses of variance were used to analyze the data. If significant differences existed, a follow-up procedure, the Bonferroni test for significance, was used to identify specific differences.

The results of the study provided support for the application of Nutt's model to change implementation in student housing administration. The study also extended the application of Nutt's model to higher education administration and identified differences in the perceived applicability of the four change implementation tactics.

In overall application of the implementation tactics, administrators viewed each tactic as statistically different from the other tactics. None of the three groups of administrators differed in their application of the participation, intervention or edict tactics to change situations. The application of the persuasion tactic to change situations differed significantly between the chief student affairs officers and both the chief housing officers and the professional housing staff.

The application of the implementation tactics to change situations within the functional areas of management provided several significant differences among the three administrative groups. The persuasion tactic provided most of the significant differences while the edict tactic showed no differences in application.

CHAPTER I
DESCRIPTION OF THE STUDY


Introduction

Change, as described by Lindquist (1978, p. 1), is "the modification of, deletion of,
or addition to attitudes and behaviors existing in a person, group, organization or larger
system." With this definition it is easy to see that change is a pervasive factor in daily life
and in almost anything with which one is involved. Miller and Prince (1976, p. 1) begin
their book, The Future of Student Affairs, with the statement "nothing is permanent but
change itself," and then proceed to discuss the need for institutions and individuals to assume
the obligation to participate actively in the process of change. The authors continue the
discussion about change by pointing out the role that higher education has played throughout
this country's history by aiding society in a positive fashion as it changed from a rural,
agricultural colony to a complex, industrial world power. Higher education has responded to
a changing society by developing innovative delivery systems such as community colleges,
continuing education programs, external degree programs, evening and weekend instruction,
cluster colleges, study abroad programs, and the like. Not only must colleges and universities
as institutions participate in change, the individuals who manage and administer those
institutions must be able to manage the change process successfully. Hodgkinson, in The
Modern American College (Chickering et al, 1981), pointed out that since 1975 more
attention has been paid to the training and development of institutional administrators than
ever before. The result, he feels, is that today's institutions are much better managed in

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terms of planning, budgeting, admissions, and record keeping. But he adds that this training has not kept pace with modern education. Implicit in this statement is the need to invest further in the management of planned change. There is a need to provide administrators with processes, methods, guidelines, and strategies so they may effectively use change to reach desired goals.

Bennis, Benne, and Chin (1985) have observed that change occurs through two basic systems of thought: the law of nonintervention and the law of radical intervention. Within both of these areas of thought there are extremes. On the nonintervention side is the concept of laissez-faire doctrine, in which any attempt to alter the natural course of events is seen as negative tampering with the human condition which, if left untouched, would bring about a more optimized good life (Bennis, Benne, & Chin, 1985). At the other extreme, radical intervention for change is seen in the Marxian theory of class struggle with its emphasis on conflict even to the point of creating human suffering to bring about change.

According to Bennis, Benne, and Chin (1985) planned change emerges as the only feasible alternative to the above two areas of thought. They propose the definition of planned change as "a method which self-consciously and experimentally employs social knowledge to help solve the problems of men and societies" (p. 3). Combining the two definitions used above of change, and planned change, planned change can also be thought of as a conscious, thoughtful, purposeful, organized, and knowledgeable approach to the modification of, deletion of, or addition to attitudes and behaviors existing in a person, group, organization, or larger system. Tushman (1974, p. 1) puts forth a definition of planned change largely developed by Lippitt (1958), wherein planned change is defined as " a decision to make a deliberate effort to improve the system and to obtain the help of a change agent in making this improvement."

Planned change can be examined from a number of viewpoints. It can be studied from its theory base, its impact on humans and systems, its outcomes, various strategies for implementation, a historical perspective, or from the viewpoint of the tactics used to implement a change. In this study change will be examined from the viewpoint of tactics used to implement change. With institutions of higher education facing a modern world of rapidly changing situations and conditions, it becomes essential for institutional administrators to be able to alter successfully current ways of accomplishing things and to incorporate different or new ways of addressing those problems. Numerous publications point to the need to be able to address and implement changes (Astin, 1985; Chickering et al, 1981; Hersey & Blanchard, 1982; Kanter, 1983; Martel, 1986; Miller & Prince, 1976; Peters, 1985,1987; Peters & Waterman, 1982). With the need to change established policy, directions, and patterns of accomplishing tasks, institutions require tools and guidelines with which to evaluate, plan, and implement change.

Paul C. Nutt (1986) conducted a study in which he evaluated the planned change implementation efforts of 91 service oriented institutions. Nutt, through his research, found that 93% of all the planned change implementation tactics used by the managers in these 91 institutions could be classified into four descriptive categories. These tactics were also studied as to their rate of success in implementing the planned change.

This study focused on the preferred application of the planned change tactics, described by Nutt, to management situations in on-campus student housing administration by three groups of student affairs staff. The student affairs staff examined in this study were the Chief Student Affairs Officer, the Chief Housing Officer, and a subordinate member of the professional housing staff. The study was limited to four-year public institutions with on-campus single student housing bed space of 2000 or more.

## Statement of the Problem

The purpose of this study was to investigate the perceived appropriateness of change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change in the administration of college and university student housing operations.

This study is designed to test the following hypotheses:

### Hypothesis 1

There are no differences between the perceived appropriateness for applicability of the four change implementation tactics by the three student affairs staff groups across the functional areas of management as defined by a four function model.

### Hypothesis 2

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's intervention tactic to student housing administrative tasks structured across a four function model of management.

### Hypothesis 3

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's participation tactic to student housing administrative tasks structured across a four function model of management.

### Hypothesis 4

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's persuasion tactic to student housing administrative tasks structured across a four function model of management.

Hypothesis 5

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's edict tactic to student housing administrative tasks structured across a four function model of management.

Hypothesis 6

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the intervention implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 7

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the participation implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 8

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the persuasion implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 9

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the edict implementation tactic to housing administrative tasks within the four functional areas of management.

Justification of the Study

The literature of higher education, from student affairs through academic affairs, is filled with calls for change. Whether it be Astin's call for excellence through student involvement (Astin, 1985); numerous national reports on the post-secondary education itself,

i.e., <u>Involvement in Learning</u> (1984), <u>Integrity in the College Curriculum</u> (1985), <u>College:</u> <u>The Undergraduate Experience in America</u> (Boyer, 1987); Hodgkinson's (1983) predictions concerning students for the decades ahead; or Keller's (1983) call for a new style of leader for institutions, these reports seem to indicate the need for change. Few, if any, of these studies provide methods on how to implement planned change or how to carry out successfully the goals they have expressed. It would seem evident from these calls for change that knowing how to go about changing, from a administrative perspective, would be essential. Keller (1983, p. 26) puts it explicitly by stating, "Colleges and universities clearly need to plan for these--and other--upheavals and to construct a more active, change-oriented management style. The era of laissez-faire campus administration is over." If administrators, in general, and student affairs officers, in particular, are going to be able to move their institutions or departments ahead in a more effective manner, there is clearly a need, not only to understand change, but also to know what tactics for accomplishing change might be effectively employed. To this end, an understanding of the preferred methods or approaches to the implementation of change by the individuals involved in the process could prove helpful to the sponsor or initiator of that change. The use of Nutt's taxonomy of change implementation tactics could also prove helpful to the student affairs officer seeking specific tactics through which to proceed in implementing a planned change.

As indicated above, administrators in all aspects of higher education are either called upon or are beginning to be called upon to respond to change. As part of this administrative group in higher education, those student affairs officers charged with the administration and management of student housing operations are also faced with critical decisions that call for them to implement successful changes. Campus housing operations generally have responsibility for the health, well-being, safety, and education of the students that live in the

facilities administered by the organization. Student housing operations also involve financial responsibilities that range from several thousands of dollars to several millions, depending on the role and scope of the particular organization. The organization may consist of a few individuals with one or more professional staff and student staff. Or, the organization may have hundreds of employees with several levels of professionally trained individuals, full-time clerical, maintenance and custodial staff as well as student employees. The chief housing officer is generally the student affairs officer charged with the direct responsibility for the student housing organization. Within this organization there are generally subordinate levels of professional staff to whom the chief housing officer delegates some of the authority for the operation of the organization. The chief housing officer is most frequently supervised by the chief student affairs officer. The housing operation is, in many instances, considered an income-producing auxiliary enterprise that not only funds itself and its requirements, but may also provide funds used by other campus departments. The individuals involved with the management and operation of a student housing organization consider themselves educators. They are generally responsible for providing educational, developmental, cultural, social, and classroom supporting activities for the resident students, most often through the staff they employ. They are also called upon to educate students through a system of disciplinary action and by holding students accountable for typical life responsibilities such as following procedures and policies and fulfilling contractual and financial obligations. The housing organization, through its staff, policies, actions, and activities, fulfills a variety of roles in the campus environment. Because of this multifaceted role, the student affairs staff directing the housing operation are frequently faced with the need to develop new policies, procedures, programs, budgets, staffing patterns, and training requirements.

In most instances within the area of housing administration and management, changes significant to the overall operation are initiated at the chief student affairs officer level or at the chief housing officer level. After the changes have been decided upon, the subordinate staff levels within the housing organization are often asked to participate in the decision making steps or in the implementation steps. To accomplish change in the most effective manner, those individuals involved in the implementation and decision making process should maintain a similar view as to the preferred approach to the implementation of those changes. Varying views on the preferred approach to the implementation of a planned change by those in the chain of command responsible for management of the changes could create unnecessary conflict, lack of support, and possibly lack of success for the overall project. For these reasons it appeared that to focus this study on the administrative levels of chief student affairs officer, chief housing officer, and professional level housing staff would be highly appropriate and beneficial.

## Theoretical Framework

As a result of his research, Nutt developed four descriptive categories that delineate approximately 93% of the planned change implementation tactics used by a selected group of managers in selected service-related institutions. The four implementation tactics as described by Nutt are as follows:

Intervention. To initiate change processes, the manager-sponsors become protagonists by creating rationales for action in the minds of key people, appraising performance levels, and demonstrating performance inadequacies by applying new norms created by these rationales. Nutt (1986,1987) found that the implementation by intervention tactic was used in 17% (Nutt, 1986) and 21% (Nutt, 1987) of the cases he examined with a change adoption success rate of 100% in both study reports.

Participation. Manager-sponsors initiate change processes by stipulating needs or opportunities and then assigning decisions for developmental activities. Participation involved several levels of involvement: token participation, delegated participation, complete participation, and comprehensive participation. Nutt reported that implementation by participation was observed in 17% (Nutt, 1986) and 15% (Nutt, 1987) of the cases studied with an overall change adoption success rate of 84% reported from the 1986 study and 78% in the 1987 study.

Persuasion. Manager-sponsors make little effort to manage change processes and monitor their progress due to disinterest, lack of knowledge, or powerful or persuasive protagonists. Change process is allowed to be controlled by experts. Experts present products for approval. They make attempts to sell options that performed best, using projected benefits to argue for adoption. Sponsors take passive roles, encouraging sales pitches from interested parties so they could weigh imperatives to act. In his studies, Nutt found 29% (Nutt, 1986) and 48% (Nutt, 1987) occurrence of implementation by persuasion with a change adoption success rate of 73% reported from the 1986 study and 74% from the 1987 study. Implementation by persuasion was the most frequently employed of all the tactics reported by Nutt but was not reported as the most successful for the successful adoption of the planned change.

Edict. Edict involves the sponsor using control and personal power while avoiding any form of participation. Three key features are (a) sponsor's control of change process is intermittent with no common theme, (b) sponsors do not discuss changes with users in any attempt to justify the need for change, and (c) sponsors issue directives by managerial fiat. Managers simply announced changes. Nutt's research revealed a use rate of 23% (1986) and

16% (1987) from his case studies with an overall successful change adoption rate of 43%
reported from the 1986 study and 40% in the 1987 study.

## Significance of the Study

There is much in the literature concerning planned change and the various theories
and processes involved in such activity (Bennis, Benne, & Chin, 1985; Lindquist, 1978).
However, there seems to be a distinct lack of research concerning the actual implementation
of planned change and the role and nature of tactics involved in such a process. There is a
lack of descriptive guidelines with which an administrator may consult to plan the
implementation of a proposed change.

The literature indicates that administrators must be prepared to foster and implement
planned change as a part of their role as leaders and decision makers within institutions.
They must be prepared to respond to the rapidly changing political, economic, and social
environment of today's world by not only understanding theory but also being able to apply
successfully theory to problems. It is not only important to understand why change occurs or
why it has occurred already but also how to implement it successfully in the future.

## Delimitations

1. The study was limited to the perceptions of the chief student affairs officer, the chief
housing officer, and the professional level housing staff as related to the management of on-
campus student housing.

2. The change implementation tactics studied were limited to those formulated by Nutt.

3. The study was limited to those housing organizations which house 2000 or more single
students.

Assumptions

In this study the following assumptions were made:

1. Respondents responded accurately and honestly to the survey instrument used in this study.

2. The survey instrument, as developed and validated, was appropriate for assessing perception of change implementation tactics of the student affairs officers that participated in the study.

3. The four function model of management, planning, organizing, leading and controlling, which was used as a structure to delineate the major elements of a chief housing officer's job for the survey instrument, is an accurate description of, and structure for, such duties.

Definition of Terms

Change is the modification of, deletion of, or addition to attitudes and behaviors existing in a person, group, organization or larger system (Lindquist, 1978).

Planned change is change in which at least one of the individuals involved in the process uses obvious, specific, and designed attempts to produce change (Bennis, Benne, & Chin, 1985).

Student affairs is an administrative division in colleges and universities whose responsibilities include programs and services that are designed to assist the personal growth of students and complement their academic development.

Chief student affairs officer refers to that college or university administrator whose principal responsibility is to oversee the operation of programs, services, and staff in the division of student affairs.

Chief housing officer refers to that college or university administrator whose principal responsibility is to oversee the staff, programs, budget, facilities, and general operation of that department of a college or university that is responsible for on and off campus housing provided for students.

Subordinate housing officer refers to a member of the professional (full-time, career) housing staff directly responsible to the chief housing officer, generally with a title of assistant or associate director of housing or residence life. This level of staff is generally responsible for management of a portion of the housing operation.

Management refers to a process, a series of actions, activities, or operations that lead to some end (Gibson, Ivancevich, & Donnelly, 1985). Usually the actions, activities, or operations of management are accomplished with and through people.

## Overview of Research Methodology

The primary intent of this study was to investigate the perceived appropriateness of change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change in the administration of college and university student housing operations.

### Selection of the Population and Sample

The population for this study consisted of all the chief student affairs officers, chief housing officers, and subordinate housing officers at public four-year colleges and universities. The population sample for the study was developed by a random selection of 100 respondents for each of the three student affairs staff groups, creating a total sample population of 300. The samples were drawn from all public four year institutions that were United States members of the Association of College and University Officers-International (ACUHO-I) and that housed 2000 single students or more in their on-campus facilities.

ACUHO-I is an international organization designed to represent, foster, develop, promote, and improve the field of college and university housing administration. It has a total international membership of nearly 700 schools representing public, private, religious, and proprietary institutions of both the 2- and 4-year type. The total number of institutions qualifying as the accessible population was 178, according to the 1989 ACUHO-I Directory (Sautter, 1989). Any institution that did not have all three groups of student affairs staff was eliminated from the study. Subordinate housing officers selected for this study were determined based on the organizational position that would be immediately subordinate to the chief housing officer. The selection was based on the title listed in the 1989 ACUHO-I Directory in the order of (a) associate director, or equivalent title; (b) assistant director, or equivalent title; and (c) coordinator, or equivalent title. In cases of multiple holders of similar titles, a random selection was initiated to select the respondent.

Instrumentation

The intent of this study was to investigate the perceived appropriateness of certain change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change across a range of managerial tasks. The tasks were those performed by chief housing officers in the administration of college and university student housing programs.

To develop the instrumentation, a structure or basis for the managerial functions of a chief housing officer was needed. An examination of the literature revealed numerous descriptions of the functions of management. Much of what is written in the literature is based upon the work of Henri Fayol, considered to be the father of modern management theory (Koontz & O'Donnell, 1976). Fayol developed fourteen general principles of management that he derived from his observations and experiences. From these fourteen

principles he described the "functional elements" of management as planning, organizing, commanding, coordinating, and controlling. Fayol considered these functions to be universal functions that apply not only to business operations but also to political, religious, educational, military, and other enterprises (Koontz & O'Donnell, 1976). For this study a four part description of the functions of management was used. These four functions were supported in the literature by several authors which included Gibson et al, 1985; Koontz and O'Donnell, 1976; Longenecker, 1977; Mescon et al, 1981; and Trewatha and Newport, 1979. The four functional elements of management used in this study were planning, organizing, leading, and controlling. These four functional elements provide a model that was necessary to achieve a common framework of administrative or managerial tasks that could be applied to the role of chief housing officer.

Individually defined, the elements of this functional model are as follows:

Planning. That function which consists of determining what should be done in the future. It consists of determining the goals, objectives, policies, procedures, and other plans needed to achieve the purposes of the organization.

Organizing. This function includes all managerial activities that are used to translate the required planned activities into a structure of tasks and authority.

Leading. This function is also called influencing, motivating, or directing. The leading function of a manager includes guiding, teaching, and supervising subordinates. It also means issuing orders and instructions so that tasks are accomplished. It carries the responsibility for developing the abilities of the staff to their maximum potential by directing, teaching, and coaching them effectively.

Controlling.  The managerial function of controlling involves those activities that are necessary to make certain that objectives are achieved as planned. Controlling means to determine whether or not plans are being met; whether or not progress is being made toward objectives; and to act, if necessary, to correct deviations and shortcomings.

Through a review of the literature and interviews with professional and academic staff, five specific tasks or roles were identified for each of the functional areas of the management model.  The list of tasks and roles were submitted for review and revision to a group of three individuals recognized as having expertise in the field of student housing administration.  The three tasks receiving the most favorable response from the three experts for each of the four functional areas of management were used for this study.

An instrument titled, "A Study of Change Implementation Tactics in Student Housing Management," (Appendix I) was designed by the writer.  For each of the three tasks identified for the four functional areas of the management model, a hypothetical situation was presented and described.  Each situation described a common predicament in the student housing administrative setting that would require the implementation of change.  Following each situation description were four response areas.  The four response areas were each of Nutt's four change implementation tactics.

Respondents were asked to indicate their degree of preferred application of each change implementation tactic as an approach to the implementation of the change(s) they deemed necessary for the situation presented.  On the survey, following each hypothetical change situation, respondents rated each tactic on a one (1) to five (5) scale, with 1 representing a "never applicable" approach and 5 indicating an "always applicable" approach as an indication of their preference for that tactic as an approach to the change(s) they saw necessary.

Data Collection

The instrument was mailed to the three groups of student affairs officers from the institutions selected for the study. There were a total of 100 respondents selected for each group of student affairs officers from the 178 institutions included in the study. A letter (Appendix F) from James L. Wattenbarger, Director of the Institute of Higher Education at the University of Florida, and James C. Grimm, Director of Housing at the University of Florida and former President of the Association of College and University Housing Officers-International, and an endorsement from the Research and Information Committee of ACUHO-I were all included with the survey. A letter (Appendix G) of endorsement from C. Arthur Sandeen, Vice President for Student Affairs at the University of Florida, was substituted for the letter from James C. Grimm in those surveys mailed to chief student affairs officers. The letters described the nature of the study and the need to support the research. Self-addressed, stamped, return envelopes were provided to facilitate the return of the survey. A follow-up letter and survey were sent approximately two weeks later to those student affairs officers who had failed to respond by the initial deadline.

Analyses of Data

To analyze the responses, one-way analyses of variance (ANOVA) and t-tests were used. The data were analyzed to determine (a) the overall difference in the perceptions of the three groups of student affairs staff as related to the preferred application of Nutt's tactics of change in an administrative setting in college and university housing and (b) the relationship between applicability of model and functional areas of management.

Organization of the Study

The introduction and general overview of the scope of this research study are presented in Chapter I. Chapter II presents research and literature relevant to planned change

and implementation tactics in post-secondary educational administration and in a general managerial setting, as well as further information on Nutt's four models of change implementation tactics. Chapter III describes the methodology and design used in the study. Chapter IV presents the results and analysis of the data. Chapter V consists of a discussion of the results of this research study.

CHAPTER II
REVIEW OF THE LITERATURE

This chapter will provide an overview of the literature as it relates to Nutt's model of change implementation tactics and management within student housing. Areas reviewed will include Nutt's model of change implementation tactics, the functional elements management, and planned change.

## Nutt's Model of Change Implementation Tactics

Nutt (1986, p. 230) described implementation as "a series of steps taken by responsible organizational agents in planned change processes to elicit compliance needed to install changes." Previous research has reported many failures in the area of implementation (Nutt, 1986). These failures are generally attributable to "(1) individuals or groups who attempt to maintain relationships, sustain existing procedures, to retain control over valued activities that would be altered, and (2) to misunderstandings or disagreements about expected benefits" (Nutt, 1986, p. 230). Success of change activities then is dependent on the manager's ability to negate, redirect, or contain the attitudes and/or activities that tend to obstruct or inhibit the desired change. The purpose of Nutt's research was threefold: to identify and describe specific change implementation strategies, to establish relative success of those strategies, and to identify the conditions under which these tactics are used.

### Nutt's Research

Nutt devised a research study centered around 91 case studies of service type organizations such as hospitals, government or nonprofit agencies, charities, and professional

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societies. The organizations in the study were widely dispersed in the United States and

Canada. Nutt contacted the chief executive, financial, or operating officer of each company

in the study and requested that they participate by profiling one of their organization's

changes. The only guideline imposed by the study was that the change had to have had

significant importance to their organizations. Multiple interviews were conducted with three

individuals in the organization. In addition to the chief executive, financial, or operating

officer, interviews were conducted with the sponsor of the planned change activity (the actual

manager charged with the responsibility for the change implementation) and one other

executive also intimately familiar with the change. The interviews were both structured and

unstructured. Interviews were conducted until all pertinent information was gathered and all

differences among the executives were reconciled. From the study analysis Nutt was able to

distinguish four types of implementation tactics and within-tactics variations that were used in

93% of the cases.

Nutt's Implementation Tactics

Nutt grouped and named the four tactic categories as (a) intervention, (b)

participation, (c) persuasion, and (d) edict (Nutt, 1986, 1987). In all situations the central

theme of the tactic is the action of the change agent and the steps that individual takes in

initiating and processing the planned change.

Implementation by Intervention

In implementation by intervention Nutt (1986) indicated that the manager/sponsor

initiates the change process. The manager/sponsor became the central advocate for the

change, creating the rationales or need for the change action in the minds of those key

individuals involved (Nutt, 1987). The manager/sponsor actively appraises the current

performance levels and demonstrates the performance inadequacies by applying the new

standards thus creating rationales for change. Nutt (1986) also described the manager/sponsor using a variety of techniques to justify new performance standards. The manager might use descriptions of how current practices might be improved or cite other organizations of comparable missions with more favorable performance levels as examples of how proposed changes might be of benefit. The use of input from interested parties was also a feature of implementation by intervention as described by Nutt (1986). Task forces might be called on to provide ideas, act as sounding boards, or to provide feedback as changes were put into place. The manager/sponsor retains full control of the change process with the authority to veto any suggestions by users or task forces. Once the manager/sponsor has adequately justified and consulted about the proposed changes, the changes are installed and monitored for performance or situational improvement. Nutt (1986,1987) found that the implementation by intervention tactic was used in 17% (Nutt, 1986) and 21% (Nutt, 1987) of the cases he examined with a change adoption success rate of 100% in both study reports.

Implementation by Participation

Nutt (1986, 1987) stated that the implementation by participation tactic begins with the manager/sponsor responsible for the change process defining the needs or opportunities that exist within the organization. The manager/sponsor then delegates the development of the change activities to a specified group or task force made up of carefully selected members. The members are carefully selected to represent a variety of ideas and viewpoints consistent with the parties or stakeholders affected by the planned change (Nutt, 1986, 1987). The delegation by the manager/sponsor of responsibility to the task force or assigned development group often carries with it specified constraints, expectations, and possible support personnel to aid in the change development process. The groups are expected to come to consensus about key features, and the group leader does not have veto power over group decisions. The

key feature of the implementation by participation was the fact that the designated task force or development group was given decision making authority in the change process (Nutt, 1987). Once the planned change(s) are installed, performance monitoring for improvement is carried out. Nutt (1986) described four types of participation implementation differentiated by the level of participation by stakeholders. Comprehensive participation is described as delegation of the change development process to a fully representative task force with a membership that accounts for all important stakeholders. "This approach has the greatest cooptative potential owing to the breadth of the role and extent of participation " (Nutt, 1986, p. 246). He pointed out, however, that comprehensive participation rarely occurs in practice and indicated that none of the participation tactic cases in his study used a comprehensive model. The next type of participation level Nutt reported is called complete participation. Complete participation is differentiated from comprehensive participation by the level of restrictions placed on the change development group of task force. A task force in a complete participation model may offer ideas or set directions with the actual development process left to staff specialists (Nutt, 1986). Complete participation is seen as a less cooptative approach because of the restrictions placed on the task force. Nutt's study found that just 14% of the participation tactic cases were of this type. A third type of participation described by Nutt is termed delegated participation. As the name implies, delegated participation allows for the task force or change development group membership to consist of representatives of the key stakeholder interests. In Nutt's study delegated participation accounted for 72% of the participation cases. The least cooptative form of participation and the fourth described by Nutt is token participation. Token participation groups generally do not adequately represent the stakeholder groups and are not able to convince those groups of the necessity of the desired changes. In his study Nutt found that 14% of the participation tactic cases had these

characteristics. He also found that this model of participation was unable to cause the adoption

of any changes. Nutt reported that implementation by participation was observed in 17%

(Nutt, 1986) and 15% (Nutt, 1987) of the cases studied, with an overall change adoption

success rate of 84% reported from the 1986 study and 78% in the 1987 study.

Implementation by Persuasion

The key element in implementation by persuasion as described by Nutt (1986) is the

lack of effort by the manager/sponsor to manage the change process and monitor the progress.

The manager/sponsor "implicitly or explicitly delegates the development of ideas consistent

with priority strategic directions to technical staff or consultants" (Nutt, 1987, p. 5). The

persuasion tactic begins with the manager/sponsor stating or describing the needs or

opportunities. The change development process is then relinquished to experts or consultants.

There is very little intervention or review by the manager/sponsor during the change

development process. In Nutt's persuasion tactic the experts develop ideas for the change

process and attempt to sell these ideas to the manager/sponsor. The manager/sponsor

becomes active in the change process only after the experts have sold their ideas and

sometimes presented extensive documentation. Once convinced of the change process

developed by the experts, the changes are initiated with follow-up monitoring and evaluation

of performance improvements. Nutt (1986) observed two particular areas of variation in the

persuasion tactic: one being between the use of content and process experts and the other

being the distinction between external consultants and internal staff as experts for the change

implementation process. Content experts were those individuals skilled in topics or systems

and sold "turn-key" plans to the manager/sponsor. Process experts were described as those

individuals skilled in procedures for change implementation. The differentiation between

internal and external experts pertain to whether the individuals entrusted with the change

development process were current members of the organization or were from outside of the organization. In the implementation by persuasion cases studied by Nutt, 70% of the expert consultants were internal to the organization with the remaining 30% hired consultants. In his studies, Nutt found 29% (Nutt, 1986) and 48% (Nutt, 1987) occurrence of implementation by persuasion with a change adoption success rate of 73% reported from the 1986 study and 74% from the 1987 study. Implementation by persuasion was the most frequently employed of all the tactics reported by Nutt but was not reported as the most successful for the successful adoption of the planned change.

Implementation by Edict

Nutt (1986) described implementation by edict as a change process in which the manager/sponsor uses personal and positional power to impose the change desired. The manager/sponsor retains complete control of the change process, seeking little or no input from stakeholders. No participation is employed at all. Nutt (1986) characterized implementation by edict as having three key features. First, there appear to be intermittent control of the change process with no central or common theme. This lack of pattern extend to monitoring activities and any formal delegation of responsibility. Secondly, Nutt points out that no attempt is made by the manager/sponsor to justify or explain rationales for changes. They simply expect user compliance. No attempt was made to demonstrate any needs for or the feasibility of changes that are mandated. Thirdly, the method of communication of the changes is by "managerial fiat" describing the changes and expected new behaviors. Manager/sponsors simply announce changes. The medium of communication is often via memoranda, formal presentations, or in-service instruction that specify expected behaviors of the users. Nutt's research revealed a use rate of 23% (1986) and 16% (1987) from his case

studies with an overall successful change adoption rate of 43% reported from the 1986 study and 40% in the 1987 study. Table 1 below displays a summary overview of the four implementation tactics and the key features of each.

Table 2.1

<u>Summary of Nutt's Change Implementation Tactics</u> (Nutt, 1987)

| Tactic | Frequency of Occurrence | Key Features | Summary of Key Steps |
|---|---|---|---|
| Intervention Implementation | 21% | 1. A manager is delegated authority to control a planning process.<br><br>2. Groups are used to offer advice which manager can veto. | 1. New norms used to identify performance problems in system that the strategy is to change.<br><br>2. New norms justified<br><br>3. Illustrate how performance can be improved<br><br>4. Formulate plan<br><br>5. Show how plan improves performance |
| Participation Implementation | 15% | 1. Group can specify plan features, within prestated constraints.<br><br>2. Staff is assigned to support the planning group. | 1. Manager stipulates strategic needs and opportunities<br><br>2. Form planning group by selecting stakeholders<br><br>3. Delegate planning to the group and state intentions (objectives and constraints)<br><br>4. Formulate plan<br><br>5. Cooptation of key people |

Table 2.1 (continued)

| Tactic | Frequency of Occurrence | Key Features | Summary of Key Steps |
|---|---|---|---|
| Persuasion Implementation | 48% | 1. Demonstrations of value<br><br>2. An expert manages the planning process. | 1. Manager stipulates strategic needs and opportunities.<br><br>2. Authorize an expert to develop ideas responsive to the strategy<br><br>3. Formulate plan<br><br>4. Expert uses persuasion to sell manager on plan's value as a response to a strategic priority. |
| Edict Implementation | 16% | 1. The manager and staff share process management.<br><br>2. Manager uses position power to implement the plan. | 1. Sponsor stipulates strategic needs and opportunities.<br><br>2. Formulate plan<br><br>3. Manager issues a directive which calls for plan adoption. |

### Planned Change and Change Implementation

Planned change and the various theories, strategies, and techniques are referred to under several different names in the literature depending on the particular area of change focus, the breadth of that focus, or because of the particular theoretical base held by the author. Planned change and the many aspects of related techniques are often found referred to as organizational development (Burke, 1982,1987; Conner & Lake, 1988) and organizational change (Burke, 1982; Foster, 1986; Tushman, 1974). Much of the literature describing

decision making, planned change, and the various other change-related aspects of management has been developed in the management and business journals and books (Blaesser, 1978). Few writers of literature from the student affairs area devote themselves to the study of managerial issues. Blaesser (1978, p. 112) referred to the lack of focus on the area of organizational development within higher education with the statement "To the best of my knowledge a comprehensive theory of organizational development for higher education is nonexistent." He continued by pointing out that "organizational development, as an interdisciplinary field, is less than two decades old; that most of its theories, technology, and research stems from the work of social and behavioral scientists in business, industrial, and governmental organizations." Blaesser (1978) described organizational development as an approach to planned change that must receive the attention of administrators of institutions of higher education. Organizational development is defined by French and Bell (1984, p. xiv) as "the name given to the emerging behavioral science that seeks to improve organizations through planned, long-range efforts focused on the organization's culture and its human and social processes."

As related to student affairs, Kuh (1981) contested traditional thoughts regarding organizational change and emphasized the critical nature of having knowledge regarding environmental factors and the impact they have on relationships. There are three traditional views that were challenged by Kuh: (a) mutually agreed upon goals are the basis upon which units and institutions are organized, (b) rational decision making is the basis of action, and (c) communication among all levels of an organization is clear and understood by all levels or is tightly coupled. Kuh related that specific and rational goals are not related directly to what actually occurs, and personal goals, not group or organizational goals, are the central focus for action. Political and economic factors are also contributory elements in decision making

along with those factors that are rational and systematic. He also related that communication and mutual understanding of all issues are not clear, and student affairs is not highly interdependent as a unit or as part of a large organization.

Many similar constructs of common elements found in the literature regarding change were incorporated by Plato (1977). She described four principle assumptions about change as follows: (a) the rational decision making model is used; (b) the "collegial model" of administration is used in higher education; (c) current and future availability of monetary resources for student affairs are not examined; and (d) there is an unconscious shift from the individual to the organization. Based on these four basic assumptions, Plato (1977) recommended strategies for the student affairs profession. The five strategies were (a) be aware of fiscal resources; (b) view student development as a policy; (c) involve students in implementation; (d) express the goals of the profession within the political model of administration; and (e) include educational politics and planning, decision making theory, organizational theory, and policy studies in the training of student development professionals.

The goals of the student affairs profession have received much greater definition in recent years (Strange, 1981). To accomplish these goals as identified, it is important that an understanding of the institutional dynamics that affect change be taken into consideration. Strange (1981) cited the work of Hage and Aiken (1974) who identified four steps involved in program implementation and who also described seven organizational variables that affect the rate and success of program innovation.

The four steps involved in program innovation were evaluation, initiation, implementation, and routinization. Evaluation is when the organization is determined to be in need of change to become more effective or proficient. Initiation is the next step when it is decided that a specific change is to be made. Implementation begins when the desired change occurs. The

final stage, routinization, is the acceptance of the change represented by the new activity or program. The effect of the change depends on seven variables within an organization. These variables are formalization, centralization, production, efficiency, complexity, stratification, and job satisfaction.

The theoretical framework presented by Hage and Aiken is viewed by Strange (1981) as a viable one in which student affairs professionals can systematically approach change within an organization.

Change Implementation

Change, change management, the implementation of change, organizational development, and the techniques of organizational change are all popular topics of many journal articles and books. All of these phrases relate to change in some fashion. Change is described as a tendency toward movement, growth, development, process (Bennis, Benne, & Chin, 1985). Dalziel and Schoonover (1988, p. 10) defined change in an organization "as a planned or unplanned response of an organization to pressures". Lindquist (1978, p. 1) defined change as "the modification of, deletion of, or addition to attitudes and behaviors existing in a person, group, organization or larger system."

Hersey and Blanchard (1982) referred to one of the classical works on change by Kurt Lewin (1947). Lewin identified three phases of the change process: unfreezing, changing, and refreezing. The purpose of the unfreezing stage is to motivate and make the individual or group receptive to the change. Unfreezing is the breaking down of the mores, customs, and traditions of individuals so that they might be already to accept new options.

The second stage, changing, occurs once the individuals have become motivated to change and are ready to be provided with the new expectations and behaviors. Lewin related that this process is likely to occur by one of two means: identification or internalization.

When individuals are provided with role models from whom they may learn the new behavior patterns, this is called the identification method of changing. The individuals learn to emulate the behavior of the model. With internalization, the individuals learn to change by adapting to new behaviors that are demanded of them if they are to operate successfully in the new environment. This method involves the influence of personal coping behaviors and skills. Hersey and Blanchard (1982) related that the processes of identification and internalization are not mutually exclusive courses of action, but constructive change efforts can be generated as a result of combining the two into an effective strategy for change.

Refreezing is the process through which the newly acquired behavior becomes integrated as patterned behavior into the individual's character. For new behavior to be maintained it must be learned and incorporated. When this does not happen, old behaviors or patterns re-emerge. To keep new behaviors from diminishing, a pattern of reinforcement must occur. Hersey and Blanchard (1982) pointed out that two types of reinforcement can occur, continuous and intermittent. Individuals learn faster with continuous reinforcement but return to old patterns quicker once it is removed. With intermittent reinforcement, the extinction of new behaviors occurs much slower (Hersey & Blanchard, 1982).

Drawing on the work of Ronald Havelock, Lindquist described four different change strategies that lead organizations and the people in them to change (Bricketto, 1989). These four strategies are rational planning, social interaction, human problem solving, and political approaches. Lindquist (1978) placed the four models within an overall change strategy emphasis model. The model describes three major parts to a planned change: (a) creating the change message, (b) communicating the change message, and (c) receiving and acting upon the change message. Lindquist placed the rational planning model within the change emphasis of creating the change message. He placed the social interaction model within the change

emphasis area of communicating the change message and both the human problem solving and political approaches within the receiving and acting upon the change message area.

The rational planning model involves the concept that if the research is correct and the development is sound, then the change will sell itself. He also described this as rational change, assuming the view that humans and organizations are basically rational in their thinking and when presented with the rational facts and benefits, will rationally accept the change.

The foundation for the social interaction model is the perception that humans live and interact in a social environment with its attendant networks of other humans. This approach assumes that changes and the willingness to accept them is determined by relationships and interactions with other people. These social networks are also influenced by opinion leaders: individuals or organizations to whom others turn for advice (Bricketto, 1989).

The human problem solving model is associated with the psychological aspects humans associate with change. The normal resistance to change cannot be overlooked in developing change tactics. These resistance factors may come from fears, prejudices, distrust, and various anxieties. To overcome these psychological factors a sense of openness, collaboration, and consensus-seeking techniques must be employed (Bricketto, 1989).

The political approach views the components of building coalitions among influential persons and groups as an effective method of bringing about change. Once these coalitions are in place, the political approach seeks to generate an authoritative decision that will require others to comply with the change desired. Characteristics of this approach are negotiation, compromise, and influential gatekeepers.

Bennis, Benne, and Chin (1985, p. 22) defined planned changes as those attempts at changes that are "conscious, deliberate, and intended, at least on the part of one or more

agents related to the change attempt". Bennis, Benne, and Chin defined three categories of change strategies: (a) empirical-rational, (b) normative-re-educative, and (c) power-coercive.

The empirical-rational strategy is based on the premise that reason is the basis for action. Because they are rational, people will embrace a change when it is evident that it is in their best interest to do so. The evidence needed to reach these rational decisions are based on facts and factual information.

In the normative-re-educative change strategies, the main belief is that the motivation for people to change occurs internally. Socially, the change activity is collective. On the individual level, values, habits, and beliefs supply the motivation. Basic to the empirical-re-educative strategies is the involvement of a change agent. The role of the agent is to intercede and incorporate change into the workings of the system to be changed, be it institution or individual.

The acquisition and use of power and its components make the power-coercive set of strategies different from the other two. According to Bennis, Benne, and Chin (1985) these strategies usually have as their basis political and economic sanctions of power. With the power-coercive strategies, the use of political or economic power is used to attempt to create the desired change.

Foster (1986) described five models of change. In his terms, these models are representative of the single context for organizational change; however, in reality change programs and processes of change borrow, to some degree, from each of the models. The five models are (a) rational-managerial, (b) personal-therapeutic, (c) organic-systems, (d) political-economic, and (e) symbolic and cultural aspects.

The rational-managerial strategy is based on the assumption that the organization is made up of rational individuals; that these individuals will be convinced by evidence

concerning the need for change; and that the change can be accomplished via a program that is sequential and data based. This model is based on the use of a change agent to act as the initiator who has gathered the data on the changes necessary to improve the situation and presents it to the organization, who in turn evaluates and incorporates it. The failure of this model as an exclusive approach is in the fact that although people are often rational about many things, they are not rational about all things.

The personal-therapeutic approach is viewed by Foster as not "technically" a model of organizational change; however, because of its frequent appearance in the literature, he believed that it warrants closer attention and discussion. The personal-therapeutic approach is based on the premise that major change first begins with the individual. According to this model, change begins with some significant change in the individuals that make up an organization. This model's focus on the change within individuals includes such topic areas as self-concept, personality, trust development, values clarification, and conflict management. Foster (1986) described the work of Lewin (1951) as a classic example of the personal-therapeutic change model. In this reference he referred to Lewin's change model of unfreezing, changing, and refreezing.

The third model described by Foster (1986) is organic-systems. This model is based on two basic premises: (a) organizations are similar to organic systems in that they grow, develop, change, and die, and (b) organizations are systems composed of interrelated and interdependent subsystems. This model supports the basic premises of the largest movement to implement change in organizations: organizational development (Foster, 1986). Organizational development examines three levels of activity within an organization: the interpersonal, the subsystem, and the organization as a unit. Though organizational development, and hence the organic-systems model, is similar in concept to the rational-

managerial approach and the personal-therapeutic model, it is different. The organic-systems model emphasizes process, whereas the rational-managerial model stresses programs or products, and organic-systems has a more organizational prospective as opposed to the individual orientation displayed by the personal-therapeutic model.

The fourth model, political-economic, characterizes the role of politics and economics as the driving force behind change in an organization. This model has four distinguishing characteristics. First, this model represents the organization as a political system having both real and symbolic resources. Real resources are tangible items such as structure, materials, and salaries, while the symbolic resources are those items that are relatively intangible such as power, status, and prestige. Secondly, the political-economic model depicts the individuals in the organization as political actors each having a personal self-interest at stake. A third characteristic is that coalitions form within organizations, and these coalitions develop strategies for achieving control of certain resources. Lastly, the political-economic model represents the organization as existing within a political environment where conflict is an integral component. In this model, change occurs through the manipulation of the of the economic and political processes. This model would not hold that process interventions, rational strategies, or personal change would influence change in the organization, but rather the orchestration of rewards, changes in supply and demand, and the influence of coalition groups within the organization. Change is seen as coming as the result of coalitions, negotiations, and bargaining.

The last model of change described by Foster is the symbolic-cultural aspects. In this model the cultural aspects of an organization are recognized as often controlling or having broad influence on change within the organization. These cultural aspects are such things as myths, symbols, and rituals. Change is viewed as being accomplished by effecting change in these cultural aspects.

<u>Management Functions</u>

The study of management as a science is generally seen as beginning with the work, published in 1911, of Frederick W. Taylor (Koontz & O'Donnell, 1976, pp. 34-36). Taylor developed the theory of "Scientific Management" around the idea that administration and management techniques could be studied just like any other science. Principles of management could be developed that were separated from human emotion and involvement (Koontz & O'Donnell, 1976. pp. 34-36, Longenecker, 1977). To develop his theory, Taylor conducted time and motion studies of various tasks being performed in industry and business, seeking to discover the "one best way" of performing that task. Taylor believed that much was wasted due to inefficiency of both labor and management (Koontz & O'Donnell, 1976, pp. 34-37, Longenecker, 1977). The fundamental principles of Taylor were (Koontz & O'Donnell, 1976, pp. 34-37)

1. Replacing rules of thumb with science (organized knowledge).
2. Obtaining harmony in group action, rather than discord.
3. Achieving cooperation of human beings, rather than chaotic individualism.
4. Working for maximum output, rather than restricted output.
5. Developing all workers to fullest extent for their own and companies' good.

Much of the work concerned with the common or universal functional areas of management revealed in the literature is based upon the work of Henri Fayol, considered to be the father of modern management theory (Koontz & O'Donnell, 1976). Fayol developed fourteen general principles of management that he derived from his observations and experiences and eventually established his functional elements of management. From his observations, Fayol felt that all activities of a given enterprise could be grouped into six basic categories: "(1) technical (production), (2) commercial (buying, selling, and exchange),

(3) financial (search for and optimal use of capital), (4) security (protection of property), (5) accounting (including statistics), and (6) managerial (planning, organizing, command, coordination, and control)" (Koontz & O'Donnell, 1976, pp. 38-42).

Because he devoted most of his writings to the sixth category of management, he later published his fourteen general principles of management. These are as follows:

1. Division of work
2. Authority and responsibility
3. Discipline
4. Unity of command
5. Unity of direction
6. Subordination of individual to general interest
7. Remuneration
8. Centralization
9. Scaler chain - chain of managerial command
10. Order
11. Equity
12. Stability of tenure
13. Imitation
14. Esprit de corps

Fayol believed that these principles applied to any organization, no matter the focus of that organization. These were essentially universal principles (Longenecker, 1977). From these principles, Fayol developed his functional elements of management. The functional elements described by him were planning, organizing, commanding, coordinating, and controlling. Again, Fayol considered these functions to be universal functions that apply not only to business operations but also to political, religious, educational, military, and other enterprises (Koontz & O'Donnell, 1976. pp. 37-42). Another early writer on the functions of a manager was Luther Gulick. Gulick supported the work of Fayol by developing and publishing his own descriptive list of managerial functions that was modeled along the same lines as Fayol's (Mintzberg, 1973). Gulick's model was called POSDCORB, an acronym developed from the first letter of each of the eight functions. Gulick described POSDCORB in this manner:

What is the work of the chief executive? What does he do?
The answer is POSDCORB.

POSDCORB is, of course, a made-up word designed to call attention
to the various functional elements of the work of a chief executive
because "administration" and "management" have lost all specific
content. POSDCORB is made up of the initials and stands for the
following activities:

Planning, that is working out in broad outline the things that need to
be done and the methods for doing them to accomplish the purpose set
for the enterprise;

Organizing, that is the establishment of the formal structure of
authority through which the work subdivisions are arranged, defined
and coordinated for the defined objective;

Staffing, that is the whole personnel function of bringing in and
training the staff and maintaining favorable conditions of work;

Directing, that is the continuous task of making decisions and
embodying them in specific and general orders and instruction and
serving as the leader of the enterprise;

Coordinating, that is the all important duty of interrelating the various
parts of the work;

Reporting, that is keeping those to whom the executive is responsible
informed as to what is going on, which thus includes keeping himself
and his subordinates informed through records, research and
inspection;

Budgeting, with all that goes with budgeting in the form of fiscal
planning, accounting and control.

This statement of work of a chief executive is adapted from the
functional analysis elaborated by Henri Fayol in his "Industrial and
General Administration." It is believed that those who know
administration intimately will find in this analysis a valid and helpful
pattern into which can be fitted each of the major activities and duties
of any chief executive (Gulick and Urwick, 1937: 13). (Mintzberg,
1973, pp. 8-11)

Mintzberg (1973) pointed out that POSDCORB is still used today and in fact

continues in a dominant role in the literature. However, Mintzberg did not fully support

Fayol's descriptions nor did he support the descriptions of the POSDCORB model

(Mintzberg, (1973). He believed that the functional models did not adequately describe the roles of a manager; therefore, he developed and published his own set of ten roles of a manager as opposed to functions of a manager. His ten roles were assembled into three primary groups labeled interpersonal roles, informational roles, and decisional roles.

Mintzberg's ten roles within groups are described by Longenecker (1977, pp. 30-31) as follows:

Interpersonal Roles

1. Figurehead  As symbolic head of an organization, the manager must perform duties of a legal or ceremonial nature.

2. Leader  In performing this widely recognized role, the manager guides and motivates subordinates.

3. Liaison  This role is concerned primarily with horizontal relationships.  The manager establishes a web of external relationships, getting to know his or her peers and building a relationship of mutual assistance.

Informational Roles

1. Monitor  The manager receives information and analysis related to both operations and external events.  Keeping up with trends and learning about new ideas also fall within this area.

2. Disseminator  This role entails the transmission of information received from outside to members of the organization.

3. Spokesman  The manager speaks on behalf of the organization and transmits information out to the organizational environment.

Decisional Roles

1. Entrepreneur  In initiating change, the manager performs an entrepreneurial role.

2. Disturbance handler  Unexpected problems or disturbances require the manager to play a disturbance-handler role.

3. Resource Allocator  In the resource-allocator role, a manager determines the distribution of organizational resources such as money, time, and equipment.

4. Negotiator  As a negotiator, a manager bargains with customers or other outsiders or insiders.

Contemporary authors have continued to divide managerial functions into categories based on the work of the early authors (Trewatha and Newport, 1979). A four function model is supported in the literature by several authors (Gibson et al, 1985; Koontz & O'Donnell, 1976; Longenecker, 1977; Mescon et al, 1981; Trewatha & Newport, 1979). In a four functional elements of management model, the elements would be planning, organizing, leading, and controlling.

Individually defined, the elements of this functional model are as follows:

Planning.  This function consists of determining what should be done in the future. It consists of determining the goals, objectives, policies, procedures, and other plans needed to achieve the purposes of the organization.

Organizing.  This function includes all managerial activities that are taken to translate the required planned activities into a structure of tasks and authority.

Leading.  This function is also called influencing, motivating, or directing. The leading function of a manager includes guiding, teaching, and supervising subordinates. It also means issuing orders and instructions so that tasks are accomplished. It carries the responsibility for developing the abilities of the staff to their maximum potential by directing, teaching, and coaching them effectively.

Controlling.  The managerial function of controlling involves those activities that are necessary to make certain that objectives are achieved as planned. Controlling means to determine whether or not plans are being met; whether or not progress is being made toward objectives; and to act, if necessary, to correct deviations and shortcomings.

## Chapter Summary

This chapter presented an overview of the literature related to Nutt's Model and research, planned change and implementation, and the development of functional areas of management. The next chapter describes the methodology and design developed and used to facilitate the study.

CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

Research Objective

The purpose of this study was to investigate the perceived applicability of change
tactics, as represented by Nutt's model of four change implementation tactics, by three groups
of student affairs staff in the implementation of planned change in the administration of
college and university student housing operations. This study examined the perceptions of
chief student affairs officers, chief housing officers, and professional level members of the
housing staff immediately subordinate to the chief housing officer.

This study is designed to test the following null hypotheses:

Hypothesis 1

There are no differences between the perceived appropriateness for applicability of the
four change implementation tactics by the three student affairs staff groups across the
functional areas of management as defined by a four function model.

Hypothesis 2

There is no difference among the three groups of student affairs staff in their
perceived appropriateness for the application of Nutt's intervention tactic to student housing
administrative tasks structured across a four function model of management.

Hypothesis 3

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's participation tactic to student housing administrative tasks structured across a four function model of management.

Hypothesis 4

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's persuasion tactic to student housing administrative tasks structured across a four function model of management.

Hypothesis 5

There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's edict tactic to student housing administrative tasks structured across a four function model of management.

Hypothesis 6

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the intervention implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 7

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the participation implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 8

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the persuasion implementation tactic to housing administrative tasks within the four functional areas of management.

Hypothesis 9

There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the edict implementation tactic to housing administrative tasks within the four functional areas of management.

Research Population and Sample

The population for this study consisted of all the chief student affairs officers, chief housing officers, and subordinate housing officers at public four-year colleges and universities. The population sample for the study was developed by a stratified random selection of 100 respondents for each of the three student affairs staff groups, creating a total sample population of 300. The samples were drawn from all public four year institutions that were United States members of the Association of College and University Officers - International (ACUHO-I) and that housed 2000 single students or more in their on-campus facilities. ACUHO-I is an international organization designed to represent, foster, develop, promote, and improve the field of college and university housing administration. It has a total international membership of nearly 700 schools, representing public, private, religious, and proprietary institutions of both the 2- and 4-year type. The total number of institutions qualifying as the accessible population was 178, according to the 1989 ACUHO-I Directory (Sautter, 1989). Any institution that did not have all three groups of student affairs staff was eliminated from the study. The 178 qualifying institutions were arranged in alphabetical order by state and then numbered in order from 1 to 178. Three separate computer generated random number series were produced and applied to the institutional list of 178 qualifying schools. This produced three separately drawn groups from the same number of qualifying institutions. The three groups, each drawn randomly, were the chief student affairs officer, the chief housing officer, and professional members of the housing/residence life staff

immediately subordinate to the chief housing officer. Subordinate housing officers selected as respondents for the study were determined based on the job title listed in the 1989 ACUHO-I Directory in the order of (a) associate director, or equivalent title, (b) assistant director, or equivalent title, and (c) coordinator, or equivalent title. In cases of multiple holders of similar titles, a random selection was initiated to select the respondent.

<div align="center">Development of the Instrument</div>

The intent of this study was to examine the preferred tactics of the three groups of student affairs staff using Nutt's implementation tactics across the range of managerial tasks performed by chief housing officers. To develop the instrumentation, a structure or basis for the managerial functions of a chief housing officer was needed. An examination of the literature revealed numerous descriptions of the functions of management. Much of the work described in the literature is based upon the work of Henri Fayol, considered to be the father of modern management theory (Koontz & O'Donnell, 1976). Fayol developed fourteen general principles of management that he derived from his observations and experiences. From these fourteen principles he described the "functional elements" of management as planning, organizing, commanding, coordinating, and controlling. Fayol considered these functions to be universal functions that apply not only to business operations but also to political, religious, educational, military, and other enterprises (Koontz & O'Donnell, 1976). For this study a four part description of the functions of management was used. The four function models were supported in the literature by several authors (Gibson et al, 1985; Koontz & O'Donnell, 1976; Longenecker, 1977; Mescon et al, 1981; Trewatha & Newport, 1979). The four functional elements of management used in for this study were planning, organizing, leading, and controlling. These four functional elements provided a model that

was necessary to achieve a common framework of administrative or managerial tasks that could be applied to the role of chief housing officer.

Individually defined, the elements of this functional model are as follows:

Planning.   This function  consists of determining what should be done in the future. It consists of determining the goals, objectives, policies, procedures, and other plans needed to achieve the purposes of the organization.

Organizing.   This function includes all managerial activities that are taken to translate the required planned activities into a structure of tasks and authority.

Leading.   This function is also called influencing, motivating, or directing.  The leading function of a manager includes guiding, teaching, and supervising subordinates.  It also means issuing orders and instructions so that tasks are accomplished.  It carries the responsibility for developing the abilities of the staff to their maximum potential by directing, teaching, and coaching them effectively.

Controlling.   The managerial function of controlling involves those activities that are necessary to make certain that objectives are achieved as planned. Controlling means to determine whether or not plans are being met; whether or not progress is being made toward objectives; and to act, if necessary, to correct deviations and shortcomings.

Development of Hypothetical Change Situations

Through a review of the literature and interviews with professional and academic staff, five specific tasks or roles were identified for each of the functional areas of the management model.  The list of tasks and roles were submitted to a group of three individuals recognized as having expertise in the field of student housing administration for review and revision.   The three tasks receiving the most favorable response from the three experts for each of the four functional areas of management were used for this study.    For each of the

three tasks identified for the four functional areas of the management model, a hypothetical

situation was developed and described. Each situation described a common predicament in

the student housing administrative setting that would require the implementation of change.

Once the twelve initial situations were developed and reviewed several times for basic

descriptive content and grammatical errors, a validation questionnaire was developed by the

author to confirm that each situation presented did indeed adequately represent the functional

management area that it was intended to represent. A validation survey (Appendix B) was

sent to four Directors of Housing/Residence Life. Each of the hypothetical situations

received unanimous confirmation from the respondents along with several suggested wording

revisions for clarity, which were incorporated. Each of the twelve descriptive situations were

then subjected to repeated reviews and revisions by faculty and professional staff associated

with student housing for final content and grammatical analysis.

Validation of Responses to Hypothetical Change Situations

Following each hypothetical change situation were four response choices. The four

possible choices reflected Nutt's model of four change implementation tactics: intervention,

edict, persuasion, and participation. Drawing on Nutt's research (Nutt, 1986) a description of

each tactic was developed summarizing that tactic into a relatively short paragraph with

terminology characteristic to the role of the chief housing officer. These four tactics and the

detailed, descriptive paragraphs were included in the survey instrument as a guide to

respondents as to the intended meaning of the four implementation tactics. The four

summaries were presented to a panel of three expert judges for review (Appendix D). The

judges reviewed the summarized descriptions to determine if the descriptions accurately

represented Nutt's original model content. A rewrite of the edict tactic was suggested along

with other minor changes or expansions of the other three. Revisions were completed, re-

reviewed and validated. The final descriptive paragraphs for the four change tactics were as follows:

Intervention. The chief housing officer (CHO) becomes actively involved in serving as sponsor of the change by establishing new goals and norms, applying these to the current situation, and identifying the current performance or situational shortcomings. He/she invests time and energy showing other staff the value of the planned change by demonstrating possible improvements or the feasibility of improving practices. Once other staff are adequately informed of the benefits of the planned change, he/she implements the change and follows-up by demonstrating the improvement(s) in performance or the situation.

Edict. The chief housing officer (CHO), as sponsor of the planned change, identifies the needs and opportunities. He/she weighs the alternatives and selects the necessary steps to accomplish the change. The CHO retains complete control of the development and implementation of the needed change. Little or no input is sought or desired from others on the staff. He/she issues directives that stipulate the change(s) to be initiated. Compliance with the change is anticipated and expected. CHO monitors change for performance or situation improvement(s).

Persuasion. The chief housing officer (CHO), as sponsor of the change, identifies the needs and/or opportunities. He/she then turns control of the development of the change process over to experts, such as paid consultants or others outside of the housing organization, and in general, remains apart from direct involvement in the change process. The experts present products, ideas, procedures, etc., for approval, and attempt to sell the options that seem best to other staff involved. The CHO encourages sales pitches from interested parties so that he/she and/or staff can weigh imperatives to act. The CHO implements the changes as recommended by the experts and monitors performance or situation improvement(s).

Participation. The chief housing officer (CHO), as sponsor of the planned change, initiates the process by identifying the needs and/or opportunities. He/she delegates substantial responsibility for guiding change development processes to task forces consisting of appropriate staff and/or students, providing them with expectations and constraints. The Task Forces develop recommendations, and the recommendations are then implemented by the CHO and monitored for performance or situation improvement(s).

Respondents were asked to indicate their degree of preferred application of each change implementation tactic as an approach to the implementation of the change they deemed necessary for the situation presented. On the survey following each hypothetical change situation, respondents rated their preference for each tactic on a one (1) to five (5) scale, with 1 representing a "never applicable" approach and 5 indicating an "always applicable" approach.

## Pilot Study Using the Instrument

After the validations were completed a pilot study was conducted. A draft instrument design was presented to members of the professional staff of the Division of Housing at the University of Florida, including the Director of Housing. These individuals were asked to determine the length of time required for completion of the instrument, to make general observation and comments about the instrument, and to recommend changes or improvements in the instructions, content, responses, readability and general layout of the instrument. Responses from the staff were considered when the final design of the instrument was developed. As a result of the pilot study, several grammatical, wording, and clerical errors were corrected. No content or response items were adjusted.

### Design and Printing of the Instrument

An instrument titled "A Study of Change Implementation Tactics in Student Housing

Management" (Appendix I) was designed by the writer. The instrument consisted of a title page and demographic data followed by a page providing directions on the proper completion of the survey. The directions page provided a written explanation of the steps each respondent was to follow in completing the instrument. This was followed by two examples of properly scored response sections, visually demonstrating the appropriate method of responding to each hypothetical change situation. The directions page was followed by a page providing the written paragraphs describing the four response choices. One paragraph each described Nutt's four change implementation tactics of intervention, edict, persuasion, and participation. Respondents were encouraged to frequently refer to the descriptive paragraphs during the completion of the survey. The remaining pages presented the twelve descriptive change situations, with each situation being followed by a response section specifically for that situation.

The survey original was printed using a laser printer to assure clean readability and sharp graphics. Reproduction was accomplished through high quality duplication into a booklet type format.

<div align="center">Administration of the Instrument</div>

The instrument was mailed to the three groups of student affairs officers from the institutions selected for the study. There were a total of 100 respondents selected for each group of student affairs officers from 178 institutions included in the study. A letter (Appendix F) from James L. Wattenbarger, Director of the Institute of Higher Education at the University of Florida, and James C. Grimm, Director of Housing at the University of Florida and former President of the Association of College and University Housing Officers - International, and an endorsement from the Research and Information Committee of ACUHO-I were included with the survey mailed to housing staff. A letter of endorsement (Appendix

G) from C. Arthur Sandeen, Vice President for Student Affairs at the University of Florida, was substituted for the letter from James C. Grimm in those surveys mailed to chief student affairs officers. The letters described the nature of the study and the need to support the research. Self-addressed, stamped, return envelopes were provided to facilitate the return of the survey. Respondents were given a specific target date by which the instrument should be returned. A follow-up letter (Appendix H) was sent approximately three weeks later to those student affairs officers who had failed to respond by the initial deadline, urging participation and support for the research. Due to printing and mailing costs, a duplicate instrument was not included with the follow-up letter but rather respondents were instructed to call or write if they required additional materials. An additional two weeks were allowed for further responses. During the initial and follow-up mailings, respondents were assured of the confidentiality of their responses.

<div align="center">Treatment of the Data</div>

Information obtained from the descriptive data page provided specific facts about the respondents, their institutions, and the housing/residence life operation on their campuses. The demographic information was collected to obtain data that may be helpful for future research and is presented in summary form in Appendix J.

The responses to the four change implementation tactics across the twelve hypothetical change situations provided a measure of the perceived overall appropriateness of each of the tactics, the perceived appropriateness of each of the tactics within a specific functional management area, and the differences among the three levels of student affairs staff as to their perceived appropriateness of each of the tactics in total, and in relation to functional management areas.

The data generated by the responses to the survey instrument were analyzed using the Statistical Analysis System (SAS). Results of these analyses provided the necessary information for this study.

The survey instruments were coded prior to mailing to assure proper categorization of results once returned. All returned surveys were screened for completeness and usability. Data from each useable survey was transferred to an appropriately structured database on a personal computer. Once all surveys were returned and properly logged into the database structure, the data was transferred to a mainframe computer system, using a direct data link over a telephone line, for analysis by the SAS computer program.

The data were subjected to analysis by one-way analyses of variance (ANOVA) procedures under the general linear model (GLM) structure and simple t-tests. The GLM structure within SAS was appropriate for use with unbalanced datasets as was the case with the data from the surveys. One-way ANOVA was used to analyze all hypotheses except hypothesis 1. For hypothesis 1, a series of simple t-tests were conducted to compare each tactic with each of the other tactics across all management functions, unrelated to administrative group. All hypotheses were tested with the level for statistical significance set at .05. If the probability value was .05 or less, the null hypothesis was rejected. Pairwise comparisons were made and confirmed by the Bonferroni procedure to identify significant differences between pairs of administrative groups. For the Bonferroni procedure, the alpha level was adjusted to .017 to reflect the familywise alpha level (.05) divided by the number of comparisons made, which was three (3).

## Chapter Summary

This chapter provided an overview of the development, design, and methodology of this study. The outline consists of (a) research objective, (b) research population and sample, (c) development of the instrument, (d) design and printing of the instrument, (e) administration of the instrument, and (f) treatment of the data. Chapter IV presents the results and the analysis of the data.

CHAPTER IV
PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to investigate the perceived appropriateness of change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change in the administration of college and university student housing operations. The three groups of student affairs staff were chief student affairs officers, chief housing officers, and professional level members of the housing staff.

<u>Research Population and Sample</u>

The population for this study consisted of all the chief student affairs officers, chief housing officers, and subordinate housing officers at public four-year colleges and universities. The population sample for the study was developed by a stratified random selection of 100 respondents for each of the three student affairs staff groups, creating a total sample population of 300. The samples were drawn from all public four year institutions that were United States members of the Association of College and University Officers-International (ACUHO-I) and that housed 2000 single students or more in their on-campus facilities. ACUHO-I is an international organization designed to represent, foster, develop, promote, and improve the field of college and university housing administration. It has a total international membership of nearly 700 schools, representing both 2- and 4-year public, private, religious, and proprietary institutions. The total number of institutions qualifying as the accessible population was 178, according to the <u>1989 ACUHO-I Directory</u> (Sautter,

53

1989). Any institution that did not have all three groups of student affairs staff was eliminated from the study. The 178 qualifying institutions were arranged in alphabetical order by state and then numbered in order from 1 to 178. Three separate computer generated random number series were produced and applied to the institutional list of 178 qualifying schools. This produced three separately drawn groups from the same number of qualifying institutions. The three groups, each drawn randomly, were the chief student affairs officer, the chief housing officer, and professional members of the housing/residence life staff immediately subordinate to the chief housing officer. Subordinate housing officers selected as respondents for the study were determined based on the job title listed in the 1989 ACUHO-I Directory in the order of (a) associate director, or equivalent title, (b) assistant director, or equivalent title, and (c) coordinator, or equivalent title. In cases of multiple holders of similar titles, a random selection was initiated to select one respondent.

Of the 300 student affairs staff surveyed, there were a total of 166 (55.3%) returns. Of that total, eleven instruments were rejected. Of the eleven rejected, seven surveys were completed by inappropriate level of staff, two were returned too late to be included in the analysis, and two were returned improperly completed. The total useable return was 155 (51.7%). This number was used in the analysis. The return rate breakdown by student affairs staff group revealed that the chief student affairs officers' response total was 59 (19.7%), the chief housing officers' response total was 54 (18.0%), and the housing staff responded with a total of 53 (17.7%) of the total returns.

## Analyses of the Data

In this section the process that was used to test the hypotheses stated in Chapter 1 is discussed. In addition, an overview of the procedures, and a specific section on each hypothesis, is presented.

The instrument used, "A Study of Change Implementation in Student Housing Management" (Appendix I), included 12 descriptive situations of management situations common to campus student housing. The 12 situations were grouped into four sections representing specific management tasks. Each situation was followed by a response section in which four types of change implementation tactics were listed. These tactics reflected the change implementation tactics described by Nutt. Each respondent was asked to rate each tactic in terms of its perceived applicability to the management situation that was presented. The respondents were asked to rate each tactic on a one (never applicable) to five (always applicable) scale. With this scale, the closer the mean score for the tactic was to five, the more applicable the tactic was perceived to be to managerial situations; and the closer the mean score of the tactic was to one, the less applicable it was perceived to be.

A one-way analysis of variance (ANOVA) using the general linear model (GLM) for unbalanced data was used to test eight of the hypotheses. A simple t-test was used to test hypothesis 1. These analyses allowed the researcher to compare the means of the three groups involved in the study. The procedure involved the computation of an F-value or T-value for each analysis along with the probability of its occurrence under the null hypothesis. The level of statistical significance for this study was set at .05. To determine the acceptance or rejection of the null hypothesis, the calculated probability was compared to the .05 level of significance. If the probability value was less than .05, the null hypothesis was rejected. If the probability value calculated was greater than the .05 level, the null hypothesis was retained.

Several different GLM analyses were used as well as simple t-tests. To test for differences among the three levels of student affairs staff, each of the four change tactics was tested using each of them as a dependent variable. Lastly, each of the four tactics was tested,

within the four functional areas of management, as dependent variables for differences among the three levels of student affairs staff. The initial analysis was made to determine if differences existed between the selection of each of the four change implementation tactics.

For all the analyses, except for hypothesis 1, a separate follow-up procedure was performed to identify specific pair differences. The Bonferroni procedure was performed on all data comparisons. In accordance with the Bonferroni procedure, the significance level set for the familywise comparison was divided by the number of pairwise comparisons. Because three pairwise comparisons were made, the overall alpha level of .05 was divided by three, yielding a significance level for the Bonferroni comparisons of .017. If the means, when compared, were different at the .017 level of significance, it was determined that a difference did exist.

Overall Application of the Change Implementation Tactics

The first step in the analyses was to determine if there were differences in the application of the change implementation tactics by the administrative groups as a whole. The analysis was designed to determine if there was differentiation between the tactics by the student affairs groups in their reported perception for the application of the tactics or if all the tactics were viewed equally in the perception by the respondents for their applicability to change situations. A series of simple t-tests were conducted to determine if any significant differences existed in the perceived applicability of the four change implementation tactics, unrelated to the specific administrative group, but related to the other implementation tactics. The tests compared each tactic with each of the other tactics across all of the management function areas. This series of procedures was designed to test hypothesis 1.

Hypothesis 1. There are no differences between the perceived appropriateness for applicability of the four change implementation tactics by the three student affairs staff groups across the functional areas of management as defined by a four function model.

Table 4-1 provides a summary of the analysis. Shown in the table are the resulting T-values and p-values for each of the comparisons. In all comparisons, each implementation tactic was significantly different from the other tactics in its application to change situations. Because the probability in each comparison of obtaining the resulting T-values was less than .05 level of significance, the null hypothesis was rejected for all comparisons. As indicated, each change implementation tactic was used independently to react to change situations. The ratings given to each of the four tactics by the respondents indicate that each tactic was perceived to be an independent approach to the implementation of change.

Table 4-1.

Cross-Comparison of the Implementation Tactics Using a Simple t-Test for Significance

Intervention Tactic compared to

| Tactic | N | Mean | SD | T-Value | Probability | Implications |
|--------|---|------|-----|---------|-------------|--------------|
| Edict | 155 | 2.304 | 0.083 | 18.55 | 0.0001 | significant |
| Persuasion | 155 | 2.866 | 0.099 | 9.88 | 0.0001 | significant |
| Participation | 155 | 4.125 | 0.069 | 4.00 | 0.0001 | significant |

Table 4-1.  (cont.)

Edict Tactic compared to

| Tactic | N | Mean | SD | T-Value | Probability | Implications |
|--------|---|------|-----|---------|-------------|--------------|
| Intervention | 155 | 3.847 | 0.083 | 18.55 | 0.0001 | significant |
| Persuasion | 155 | 2.866 | 0.097 | 5.79 | 0.0001 | significant |
| Participation | 155 | 4.125 | 0.100 | 18.14 | 0.0001 | significant |

Persuasion Tactic compared to

| Tactic | N | Mean | SD | T-Value | Probability | Implications |
|--------|---|------|-----|---------|-------------|--------------|
| Intervention | 155 | 3.847 | 0.099 | 9.88 | 0.0001 | significant |
| Edict | 155 | 2.304 | 0.097 | 5.79 | 0.0001 | significant |
| Participation | 155 | 4.125 | 0.078 | 16.06 | 0.0001 | significant |

Participation Tactic compared to

| Tactic | N | Mean | SD | T-Value | Probability | Implications |
|--------|---|------|-----|---------|-------------|--------------|
| Intervention | 155 | 3.847 | 0.069 | 4.00 | 0.0001 | significant |
| Edict | 155 | 2.304 | 0.100 | 18.14 | 0.0001 | significant |
| Persuasion | 155 | 2.866 | 0.078 | 16.06 | 0.0001 | significant |

Intervention Tactic for Change Implementation

The next step in the analysis was to determine if differences existed among student affairs administrators in their perceived appropriateness for the application of the separate implementation tactics.  The analyses began with the intervention tactic for change implementation.  This tactic was analyzed by the GLM analysis of variance procedure using

intervention as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 2.

Hypothesis 2. There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's intervention tactic to student housing administrative tasks structured across a four function model of management.

Table 4-2 provides a summary of this analysis. As shown in table 4-2, the F-value for the independent variable of administrative position was 1.68. The probability of obtaining this F-value is 0.1899. Because the probability is greater than the .05 level of significance, the null hypothesis was not rejected. There is no statistically significant difference among the three student affairs staff groups in their perceived appropriateness for the application of the intervention tactic for planned change.

Table 4-2.

Analysis of Variance for the Application of the Intervention Tactic Across Student Affairs Groups

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.708 | | | | |
| Chief Housing Officers | 53 | 3.857 | | | | |
| Housing Professional Staff | 52 | 3.971 | | | | |
| | | | 0.743 | 1.68 | 0.1899 | non-significant |

Participation Tactic for Change Implementation

The GLM analysis of variance test was used to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the participation tactic for change implementation. The analysis was conducted using the participation tactic as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 3.

Hypothesis 3. There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's participation tactic to student housing administrative tasks structured across a four function model of management.

The results of the analysis of the participation tactic for change implementation are detailed in Table 4-3. The resulting F-value was 2.00 with the probability of obtaining this value as 0.1400. Because the probability is greater than the .05 level of significance, the null hypothesis was not rejected. There is no statistically significant difference among the three student affairs staff groups in their perceived appropriateness for the application of the participation tactic for planned change.

Table 4-3.

Analysis of Variance for the Application of the Participation Tactic across Student Affairs Groups

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.148 | | | | |
| Chief Housing Officers | 53 | 4.242 | | | | |
| Housing Professional Staff | 52 | 3.982 | | | | |
| | | | 0.672 | 2.00 | 0.1400 | non-significant |

Persuasion Tactic for Change Implementation

The GLM analysis of variance test was used to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the persuasion tactic for change implementation. The analysis was conducted using the persuasion tactic as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 4.

Hypothesis 4. There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's persuasion tactic to student housing administrative tasks structured across a four function model of management.

The results of the analysis of the persuasion tactic for change implementation are detailed in Table 4-4. The resulting F-value was 7.86 with the probability of obtaining this value as 0.0006. Because the probability is less than the .05 level of significance, the null hypothesis was rejected. There is a statistically significant difference among the three student affairs staff groups in their perceived appropriateness for the application of the participation tactic for planned change.

The Bonferonni procedure was conducted as a follow-up test to determine where the differences existed between the three groups as related to the persuasion tactic. As previously detailed, because three pairwise comparisons are made, the alpha level for the results of the Bonferroni test were set at .017. The test indicated significance between two of the three groups. The results of the tests are shown in table 4-5.

The results show that there were no differences between the chief housing officers and the professional housing staff. The chief student affairs officers, however, differ significantly from both the chief housing officers and from the professional housing staff. The chief student affairs officers showed a preference for a greater use of the persuasion tactic to implement change than do the two other student affairs groups.

Table 4-4.

Analysis of Variance for the Application of the Persuasion Tactic Across Student Affairs Groups

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.252 | | | | |
| Chief Housing Officers | 53 | 2.695 | | | | |
| Housing Professional Staff | 52 | 2.670 | | | | |
| | | | 0.887 | 7.86 | 0.0006 | significant |

Table 4-5.

Results of Bonferonni Pairwise Comparison t-tests for the Application of the Persuasion Tactic by Student Affairs Groups

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.252 | | | | |
| Chief Housing Officers | 53 | 2.695 | | | | |
| | | | 0.846 | 11.14 | 0.0012 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.252 | | | | |
| Housing Professional Staff | 52 | 2.670 | | | | |
| | | | 0.891 | 13.40 | 0.0004 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Housing Officers | 53 | 2.695 | | | | |
| Housing Professional Staff | 52 | 2.670 | | | | |
| | | | 0.849 | 0.02 | 0.8800 | non-significant |

Edict Tactic for Change Implementation

The last of the four implementation tactics was tested using the GLM analysis of variance procedure to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the edict tactic for

change implementation. The analysis was conducted using the edict tactic as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 5.

Hypothesis 5. There is no difference among the three groups of student affairs staff in their perceived appropriateness for the application of Nutt's edict tactic to student housing administrative tasks structured across a four function model of management.

The results of the analysis of the edict tactic for change implementation are detailed in Table 4-6. The resulting F-value was 0.70 with the probability of obtaining this value as 0.5006. Because the probability is greater than the .05 level of significance, the null hypothesis was not rejected. There is no statistically significant difference among the three student affairs staff groups in their perceived appropriateness for the application of the edict tactic for planned change.

Table 4-6.

Analysis of Variance for the Application of the Edict Tactic Across Student Affairs Groups

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 2.243 | | | | |
| Chief Housing Officers | 53 | 2.250 | | | | |
| Housing Professional Staff | 52 | 2.418 | | | | |
| | | | 0.835 | 0.70 | 0.5006 | non-significant |

Implementation Tactics Within Management Areas

To test the next four hypotheses, a series of GLM analysis of variance procedures were performed. Each of the four intervention tactics were tested within the four functional areas of management whereas in the previous tests the tactics were tested across the four management areas. The four management areas were planning, organizing, leading, and controlling. The scores within each management area were treated as a separate set of data with the tactic serving as the dependent variable and the student affairs administrative position serving as the independent variable. Where the comparisons across all three groups were less than or near to the .05 level of significance, separate pairwise comparisons were conducted using the Bonferonni procedure to test for significance between specific groups. Alpha levels for the Bonferroni test was set at .017.

Intervention Tactic within each Management Function

A GLM analysis of variance test was used to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the intervention tactic for change implementation within each of the specific management areas of planning, organizing, leading, and controlling. The analysis was conducted using the intervention tactic as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 6.

Hypothesis 6. There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the intervention implementation tactic to housing administrative tasks within the four functional areas of management.

The results of the analysis of the intervention tactic for change implementation within the four management areas of planning, organizing, leading, and controlling are detailed in

Table 4-7. The probability was greater than the .05 level of significance on the overall comparison across all groups. Therefore, for the comparison across the three groups, the null hypothesis was not rejected. There is no statistically significant difference indicated across the three student affairs staff groups in their perceived appropriateness for the application of the intervention tactic for planned change within any of the four functional areas of management.

Table 4-7.

Analysis of Variance for the Application of the Intervention Tactic by Student Affairs Groups Within Each Functional Area of Management

Planning

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.640 | | | | |
| Chief Housing Officers | 53 | 3.755 | | | | |
| Housing Professional Staff | 52 | 3.955 | | | | |
| | | | 0.848 | 1.87 | 0.1580 | non-significant |

Organizing

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.720 | | | | |
| Chief Housing Officers | 53 | 4.063 | | | | |
| Housing Professional Staff | 52 | 4.019 | | | | |
| | | | 0.845 | 2.53 | 0.0834 | non-significant |

Table 4-7.  (cont.)

Leading

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.527 | | | | |
| Chief Housing Officers | 53 | 3.723 | | | | |
| Housing Professional Staff | 52 | 3.808 | | | | |
| | | | 0.882 | 1.38 | 0.2563 | non-significant |

Controlling

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.947 | | | | |
| Chief Housing Officers | 53 | 3.887 | | | | |
| Housing Professional Staff | 52 | 4.102 | | | | |
| | | | 0.871 | 0.87 | 0.4215 | non-significant |

Participation Tactic Within Each Management Function

A GLM analysis of variance test was used to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the participation tactic for change implementation within each of the specific management areas.  The analysis was conducted using the participation tactic as the dependent variable and administrative position as the independent variable.  The analysis was designed to test hypothesis 7.

Hypothesis 7. There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the participation implementation tactic to housing administrative tasks within the four functional areas of management.

The results of the analysis of the participation tactic for change implementation within the four management areas of planning, organizing, leading, and controlling are detailed in Table 4-8. The probability was greater than the .05 level of significance on the overall comparison across all groups. Therefore, for the comparison across the three groups, the null hypothesis was not rejected. There is no statistically significant difference indicated across the three student affairs staff groups in their perceived appropriateness for the application of the participation tactic for planned change within any of the four functional areas of management.

However, because the p-value for the participation tactic within the controlling management function was .0590, a pairwise comparison was made and confirmed by the Bonferonni test for significance between pairs. Because of the three pairwise comparisons the alpha level to accept or reject the hypothesis was set at .017. The test results are detailed in table 4-9. The F-value for the comparison between the chief student affairs officers and the chief housing officers was 1.10 with a p-value of .2973. Because the p-value was greater than .017, the null hypothesis was not rejected for this comparison. The pairwise comparisons between the chief student affairs officer and the professional housing staff produced an F-value of 1.80 with a resulting p-value of .1835. Since the p-value was greater than .017, the hypothesis was not rejected for this pair comparison. However, the comparison between the chief housing officers and the professional housing staff revealed significance with an F-value of 6.05 and a p-value of .0157. The hypothesis was rejected for this comparison.

Table 4-8.

Analysis of Variance for the Application of the Participation Tactic by Student Affairs Groups
Within Each Functional Area of Management

Planning

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.353 | | | | |
| Chief Housing Officers | 53 | 4.358 | | | | |
| Housing Professional Staff | 52 | 4.218 | | | | |
| | | | 0.719 | 0.58 | 0.5587 | non-significant |

Organizing

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.007 | | | | |
| Chief Housing Officers | 53 | 4.113 | | | | |
| Housing Professional Staff | 52 | 3.750 | | | | |
| | | | 0.816 | 2.77 | 0.0668 | non-significant |

Leading

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.233 | | | | |
| Chief Housing Officers | 53 | 4.327 | | | | |
| Housing Professional Staff | 52 | 4.199 | | | | |
| | | | 0.750 | 0.42 | 0.6601 | non-significant |

Table 4-8.  (cont.)

Controlling

| Group | N | Mean | SD | F-Value | Probability | Implications |
|-------|---|------|-----|---------|-------------|--------------|
| Chief Student Affairs Officers | 50 | 4.000 | | | | |
| Chief Housing Officers | 53 | 4.170 | | | | |
| Housing Professional Staff | 52 | 3.763 | | | | |
| | | | 0.877 | 2.90 | 0.0590 | non-significant |

Table 4-9.

Results of Bonferonni Pairwise Comparison t-tests for the Application of the Participation
Tactic by Student Affairs Groups Within the Management Function of Controlling

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.000 | | | | |
| Chief Housing Officers | 53 | 4.170 | | | | |
| | | | 0.827 | 1.10 | 0.2973 | non-significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 4.000 | | | | |
| Housing Professional Staff | 52 | 3.763 | | | | |
| | | | 0.892 | 1.80 | 0.1835 | non-significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Housing Officers | 53 | 4.170 | | | | |
| Housing Professional Staff | 52 | 3.763 | | | | |
| | | | 0.901 | 6.05 | 0.0157 | significant |

Persuasion Tactic Within Each Management Function

A GLM analysis of variance test was used to determine if significant differences

existed among student affairs administrators in their perceived appropriateness for the

application of the persuasion tactic for change implementation within each of the specific

management areas. The analysis was conducted using the persuasion tactic as the dependent

variable and administrative position as the independent variable. The analysis was designed to

test hypothesis 8.

Hypothesis 8. There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the persuasion implementation tactic to housing administrative tasks within the four functional areas of management.

The results of the analysis of the persuasion tactic for change implementation within the four management areas of planning, organizing, leading, and controlling are detailed in Table 4-10. The GLM analysis of variance tests revealed a probability of less than the .05 level of significance on three of the four overall comparison tests across all student affairs groups. The three comparisons were within the functions of organizing, leading, and controlling. The comparison within the organizing function revealed an F-value of 7.04 with a p-value of 0.0013. An F-value of 7.82 and p-value of .0006 were found within the leading function, and the controlling function comparison showed an F-value of 5.72 with a p-value of .0042. Therefore, for these comparisons across the three student affairs groups, the null hypothesis was rejected. The tests revealed a statistically significant difference across the three student affairs staff groups in their perceived appropriateness for the application of the persuasion tactic for planned change within these functional areas of management. Only within the planning function was the null hypothesis not rejected for a comparison across all the administrative groups. This comparison revealed an F-value of 3.05 with a p-value of .0508.

Since the p-values for the persuasion tactic within the all four management functions were less than or near .05, pairwise comparisons were made and confirmed by the Bonferonni test for significance. The test results are detailed in table 4-11 through 4-13. The alpha level for these pairwise comparisons was set at .017.

The pairwise comparisons within the organizing function showed significance between two of the three pair comparisons. The comparison between the chief student affairs officers and the chief housing officers generated an F-value of 11.28 with a p-value of 0.0012. This results in a rejection of the null hypothesis for this comparison. The corresponding comparison between the chief student affairs officers and the professional housing staff also revealed a statistically significant difference with an F-value of 10.50 and a p-value of 0.0017. The null hypothesis was rejected for this comparison. However, the comparison between the chief housing officers and the professional level housing staff failed to produce any statistically significant difference. The F-value for this comparison was 0.00 with a p-value of 0.9469. For this comparison the null hypothesis was not rejected.

As with the previous set of comparisons, the comparisons within the leading management function (Table 4-13) revealed significant differences between the chief student affairs officers and both the chief housing officers and professional level housing staff. In both of these comparisons the null hypothesis was rejected. The chief student affairs officers and chief housing officers comparison revealed an F-value of 8.65 with a resulting p-value of 0.0042. The chief student affairs officers and professional housing staff comparison showed an F-value of 14.08 with a p-value of 0.0003. The comparison between the chief housing officers and the professional level housing staff revealed an F-value of 0.69 with a resulting p-value of 0.4073. For this comparison there was no statistically significant difference; therefore, the null hypothesis was not rejected.

The final pairwise comparison for the persuasion tactic was within the controlling management function (Table 4-13). As with the leading function, statistically significant differences were shown to exist between the chief student affairs officers and both the chief housing officers and professional level housing staff. The respective comparison results

revealed F-values of 6.04 and 12.25 with p-values of 0.0160 and 0.0007. For these two comparisons the null hypothesis was rejected. The comparison between the chief housing officers and the professional housing staff did not show a significant difference. The F-value for the comparison was 0.55 and the p-value was 0.4603. For this comparison the null hypothesis was not rejected.

Table 4-10.

Analysis of Variance for the Application of the Persuasion Tactic by Student Affairs Groups Within Each Functional Area of Management

Planning

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.127 | | | | |
| Chief Housing Officers | 53 | 2.660 | | | | |
| Housing Professional Staff | 52 | 2.859 | | | | |
| | | | 1.020 | 3.05 | 0.0508 | non-significant |

Organizing

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.333 | | | | |
| Chief Housing Officers | 53 | 2.698 | | | | |
| Housing Professional Staff | 52 | 2.712 | | | | |
| | | | 1.041 | 7.04 | 0.0013 | significant |

Table 4-10.  (cont.)

Leading

| Group | N | Mean | SD | F-Value | Probability | Implications |
|-------|---|------|-----|---------|-------------|--------------|
| Chief Student Affairs Officers | 50 | 3.200 | | | | |
| Chief Housing Officers | 53 | 2.391 | | | | |
| Housing Professional Staff | 52 | 4.199 | | | | |
| | | | 1.126 | 7.82 | 0.0006 | significant |

Controlling

| Group | N | Mean | SD | F-Value | Probability | Implications |
|-------|---|------|-----|---------|-------------|--------------|
| Chief Student Affairs Officers | 50 | 3.347 | | | | |
| Chief Housing Officers | 53 | 2.718 | | | | |
| Housing Professional Staff | 52 | 3.763 | | | | |
| | | | 1.027 | 5.72 | 0.0042 | significant |

Table 4-11.

Results of Bonferonni Pairwise Comparison t-tests for the Application of the Persuasion Tactic by Student Affairs Groups Within the Management Function of Organizing

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.333 | | | | |
| Chief Housing Officers | 53 | 2.698 | | | | |
| | | | 1.029 | 11.28 | 0.0012 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.333 | | | | |
| Housing Professional Staff | 52 | 2.712 | | | | |
| | | | 1.058 | 10.50 | 0.0017 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Housing Officers | 53 | 2.698 | | | | |
| Housing Professional Staff | 52 | 2.712 | | | | |
| | | | 1.010 | 0.00 | 0.9469 | non-significant |

Table 4-12.

Results of Bonferonni Pairwise Comparison t-tests for the Application of the Persuasion Tactic by Student Affairs Groups Within the Management Function of Leading

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.200 | | | | |
| Chief Housing Officers | 53 | 2.560 | | | | |
| | | | 1.144 | 8.65 | 0.0042 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.200 | | | | |
| Housing Professional Staff | 52 | 2.391 | | | | |
| | | | 1.160 | 14.08 | 0.0003 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Housing Officers | 53 | 2.560 | | | | |
| Housing Professional Staff | 52 | 2.391 | | | | |
| | | | 1.038 | 0.69 | 0.4073 | non-significant |

Table 4-13.

Results of Bonferonni Pairwise Comparison t-tests for the Application of the Persuasion Tactic by Student Affairs Groups Within the Management Function of Controlling

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.347 | | | | |
| Chief Housing Officers | 53 | 2.862 | | | | |
| | | | 1.072 | 6.04 | 0.0160 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 3.347 | | | | |
| Housing Professional Staff | 52 | 2.718 | | | | |
| | | | 0.994 | 12.25 | 0.0007 | significant |

| Comparison Groups | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Housing Officers | 53 | 2.862 | | | | |
| Housing Professional Staff | 52 | 2.718 | | | | |
| | | | 0.992 | 0.55 | 0.4603 | non-significant |

Edict Tactic Within Each Management Function

A GLM analysis of variance test was used to determine if significant differences existed among student affairs administrators in their perceived appropriateness for the application of the edict tactic for change implementation within each of the specific management areas. The analysis was conducted using the edict tactic as the dependent variable and administrative position as the independent variable. The analysis was designed to test hypothesis 9.

Hypothesis 9. There is no difference among the three groups of student affairs staff in regard to their perceived appropriateness for the application of the edict implementation tactic to housing administrative tasks within the four functional areas of management.

The results of the analysis of the edict tactic for change implementation within the four management areas of planning, organizing, leading, and controlling are detailed in Table 4-14. Because the probability was greater than the .05 level of significance on all tests, the null hypothesis was not rejected. There is no statistically significant difference among the three student affairs staff groups in their perceived appropriateness for the application of the edict tactic for planned change within any of the four functional areas of management.

The comparison across the student affairs groups for the planning function produced an F-value of 0.74 and a p-value of 0.4778. The organizing function comparison revealed an F-value of 1.00 with a p-value of 0.3714. The leading function comparison produced an F-value of 0.14 and a p-value of 0.8668. The remaining comparison within the controlling management function revealed an F-value of 0.80 with a resulting p-value of 0.4532.

Table 4-14.

Analysis of Variance for the Application of the Edict Tactic by
Student Affairs Groups Within Each Functional Area of Management

Planning

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 2.020 | | | | |
| Chief Housing Officers | 53 | 2.151 | | | | |
| Housing Professional Staff | 52 | 2.237 | | | | |
| | | | 0.896 | 0.74 | 0.4778 | non-significant |

Organizing

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 2.287 | | | | |
| Chief Housing Officers | 53 | 2.214 | | | | |
| Housing Professional Staff | 52 | 2.481 | | | | |
| | | | 0.989 | 1.00 | 0.3714 | non-significant |

Leading

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 1.933 | | | | |
| Chief Housing Officers | 53 | 1.962 | | | | |
| Housing Professional Staff | 52 | 2.032 | | | | |
| | | | 0.950 | 0.14 | 0.8668 | non-significant |

Table 4-14. (cont.)

Controlling

| Group | N | Mean | SD | F-Value | Probability | Implications |
|---|---|---|---|---|---|---|
| Chief Student Affairs Officers | 50 | 2.727 | | | | |
| Chief Housing Officers | 53 | 2.673 | | | | |
| Housing Professional Staff | 52 | 2.923 | | | | |
| | | | 1.037 | 0.80 | 0.4523 | non-significant |

## Chapter Summary

This chapter has presented the results of the study. Details concerning the sample population, hypotheses tested, rate of return, and the procedures of the statistical analysis have been provided. Additionally, the results of the analysis were described. A summary of the analyses is presented in the following general statements.

1. Nutt's change implementation tactics were applied to change situations in a statistically significant manner. Each tactic was utilized independently by the respondents in evaluating the applicability of the tactics to change situations.

2. Regarding the perceived appropriateness for the application of the intervention tactic to planned change, the three groups of student affairs administrators did not differ significantly in their application of the tactic.

3. There was no significant difference between the student affairs administrative groups in their perceived appropriateness for the application of the participation tactic for the implementation of planned change.

4. Chief student affairs officers differed significantly in their application of the persuasion tactic for the implementation of planned change from both chief housing officers and professional level housing staff. Chief housing officers and professional level housing staff did not differ significantly in their application of the persuasion tactic.

5. With regard for the edict tactic for the implementation of planned change, none of the three groups differed significantly in their perceived appropriateness for its application.

6. When the participation tactic was evaluated within each of the functional areas of management, differences to the .05 level of significance were shown to exist between the chief housing officer and the professional level housing staff in the management areas of organizing and controlling. No other significance was shown.

7. The chief student affairs officers differed significantly in their perceived appropriateness for the application of the persuasion tactic with both the chief housing officers and the housing professional staff in the management areas of organizing, leading, and controlling. The chief student affairs officers and the chief housing officers differed significantly within the planning management function. No significant differences were detected for this tactic between the chief housing officer and housing professional staff.

8. The three student affairs administrative groups did not differ significantly in their perceptions of the appropriateness of the edict tactic for change implementation within any of the four management areas.

Chapter IV has presented specific information regarding the analysis conducted on the data from the study. Chapter V presents a summary of the study, findings, conclusions, and recommendations and implications for future research.

CHAPTER V
SUMMARY AND CONCLUSIONS

This chapter consists of five sections. The first section is an overview of the development and design of the study. The second section presents a summary of the major findings. In the third section conclusions from the study are identified. In the fourth section, a discussion of the conclusions are presented. The fifth section includes some possible implications for future research.

## Development of the Study

### Purpose

The purpose of this study was to investigate the perceived appropriateness of change tactics, as represented by Nutt's model of four change implementation tactics, by three groups of student affairs staff in the implementation of planned change in the administration of college and university student housing operations. This study examined the perceptions of chief student affairs officers, chief housing officers, and professional level members of the housing staff immediately subordinate to the chief housing officer.

### Justification of the Study

The literature of higher education, from student affairs through academic affairs, is filled with calls for change. Whether it be Astin's call for excellence through student involvement (Astin, 1985), numerous national reports on the post-secondary education itself, i.e., Involvement in Learning (1984), Integrity in the College Curriculum (1985), College: The Undergraduate Experience in America (Boyer, 1986), Hodgkinson's (1983) predictions

concerning students for the decades ahead, or Keller's (1983) call for a new style of leader for institutions, these reports seem to indicate the need for change. Few, if any, of these studies provide methods on how to implement planned change or how to successfully carry out the goals they have expressed. It would seem evident from these calls for change that knowing how to go about changing, from a administrative perspective, would be essential. Keller (1983, p. 26) puts it explicitly by stating "Colleges and universities clearly need to plan for these--and other--upheavals and to construct a more active, change-oriented management style. The era of laissez-faire campus administration is over." If administrators, in general, and student affairs officers, in particular, are going to be able to move their institutions or departments ahead in a more effective manner, there is clearly a need, not only to understand change, but also to know what tactics for accomplishing change might be effectively employed. To this end, an understanding of the preferred methods or approaches to the implementation of change by the individuals involved in the process could prove helpful to the sponsor or initiator of that change. The use of Nutt's taxonomy of change implementation tactics could also prove helpful to the student affairs officer seeking specific tactics through which to proceed in implementing a planned change.

Administrators in all aspects of higher education are called upon or are beginning to be called upon to respond to change. As part of this administrative group in higher education, those student affairs officers charged with the administration and management of student housing operations are also faced with critical decisions that call for them to implement successful changes. Campus housing operations generally have responsibility for the health, well-being, safety, and education of the students that live in the facilities administered by the organization. Because of this multifaceted role, the student affairs staff

directing the housing operation are frequently faced with the need to constantly review and change policies, procedures, programs, budgets, staffing patterns, and training requirements.

To accomplish change in the most effective manner, those individuals involved in the implementation and decision making process should understand and appreciate the views as to the preferred approach to the implementation of those changes by the various administrators involved. Varying views on the preferred approach to the implementation of a planned change by those in the chain of command responsible for management of the changes could create unnecessary conflict, lack of support, and possibly lack of success for the overall project. Developing some sense of what tactics administrators prefer in a given type of situation can help with the overall understanding necessary to make the change process successful. For these reasons it appeared that to focus this study on these administrative levels would be highly appropriate and beneficial.

Conceptual Framework

As a result of his research, Nutt developed four descriptive categories that delineate approximately 93% of the planned change implementation tactics used by a selected group of managers in selected service related institutions. The four implementation tactics as described by Nutt are as follows:

Intervention. To initiate change processes, the manager-sponsors became protagonists by creating rationales for action in the minds of key people. They appraise performance levels and demonstrate performance inadequacies by applying new norms created by these rationales. Nutt (1986,1987) found that the implementation by intervention tactic was used in 17% (Nutt, 1986) and 21% (Nutt, 1987) of the cases he examined with a change adoption success rate of 100% in both study reports.

Participation. Manager-sponsors initiate change processes by stipulating needs or

opportunities and then assigning decisions for developmental activities. Participation involves several levels of involvement, (a) token participation, (b) delegated participation, (c) complete participation, and (d) comprehensive participation. Nutt reported that implementation by participation was observed in 17% (Nutt, 1986) and 15% (Nutt, 1987) of the cases studied, with an overall change adoption success rate of 84% reported from the 1986 study and 78% in the 1987 study.

Persuasion. Manager-sponsors made little effort to manage change processes and monitor their progress due to disinterest, lack of knowledge, or powerful or persuasive protagonists. Change process is allowed to be controlled by experts. Experts present products for approval. They make attempts to sell options that perform best, using projected benefits to argue for adoption. Sponsors take passive roles, encouraging sales pitches from interested parties so they could weigh imperatives to act. In his studies, Nutt found 29% (Nutt, 1986) and 48% (Nutt, 1987) occurrence of implementation by persuasion with a change adoption success rate of 73% reported from the 1986 study and 74% from the 1987 study. Implementation by persuasion was the most frequently employed of all the tactics reported by Nutt but was not reported as the most successful for the adoption of the planned change.

Edict. Edict involves the sponsor using control and personal power while avoiding any form of participation. Three key features are (a) sponsor's control of change process is intermittent with no common theme, (b) sponsors do not discuss changes with users in any attempt to justify the need for change, and (c) sponsors issue directives by managerial fiat. Managers simply announce changes. Nutt's research revealed a use rate of 23% (1986) and 16% (1987) from his case studies with an overall successful change adoption rate of 43% reported from the 1986 study and 40% in the 1987 study.

Review of the Literature

The review of the literature was to provide background information on the areas of change management, change as related to student affairs, and the functional areas of management. A particular area of focus was Nutt's taxonomy of change implementation tactics and the functional areas of management. Nutt's implementation tactics were described in terms of definition and how these tactics emerged from his research. The functional areas of management were described by providing some historical development as well as a review of current writers as to the various methods of describing these universal functions.

Methodology

The population for this study consisted of all the chief student affairs officers, chief housing officers, and subordinate housing officers at public four-year colleges and universities. The population sample for the study was developed by a stratified random selection of 100 respondents for each of the three student affairs staff groups, creating a total sample population of 300. The samples were drawn from all public four year institutions that were United States members of the Association of College and University Officers-International (ACUHO-I) and that housed 2000 single students or more in their on-campus facilities. ACUHO-I is an international organization designed to represent, foster, develop, promote, and improve the field of college and university housing administration. It has a total international membership of nearly 700 schools representing both 2- and 4-year public, private, religious, and proprietary institutions. The total number of institutions qualifying as the accessible population was 178, according to the 1989 ACUHO-I Directory (Sautter, 1989). Any institution that did not have all three groups of student affairs staff was eliminated from the study. The 178 qualifying institutions were arranged in alphabetical order by state and then numbered in order from 1 to 178. Three separate computer generated

random number series were produced and applied to the institutional list of 178 qualifying

schools. This produced three separately drawn groups from the same number of qualifying

institutions. The three groups, each drawn randomly, were the chief student affairs officer,

the chief housing officer, and professional members of the housing/residence life staff

immediately subordinate to the chief housing officer. Subordinate housing officers selected as

respondents for the study were determined based on the job title listed in the 1989 ACUHO-I

Directory in the order of (a) associate director, or equivalent title, (b) assistant director, or

equivalent title, and (c) coordinator, or equivalent title. In cases of multiple holders of

similar titles, a random selection was initiated to select the respondent.

Of the 300 student affairs staff surveyed there were a total of 166 (55.3%) returns.

Of that total, eleven instruments were rejected. Of the eleven rejected, seven surveys were

completed by other than the selected level of staff, two were returned too late to be included

in the analysis, and two were returned improperly completed. The total useable return was

155 (51.7%). This number was used in the analysis. The return rate breakdown by student

affairs staff group revealed that the chief student affairs officers response total was 59

(19.7%), the chief housing officers response total was 54 (18.0%), and the housing staff

responded with a total of 53 (17.7%) of the total returns.

The instrument used, "A Study of Change Implementation in Student Housing

Management," (Appendix I) included 12 descriptive situations of management situations

common to campus student housing. The 12 situations were grouped into four sections

representing specific management tasks. Each situation was followed by a response section in

which four types of change implementation tactics were listed. These tactics reflected the

change implementation tactics described by Nutt. Each respondent was asked to rate each

tactic in terms of its perceived applicability to the management situation that was presented.

The respondents were asked to rate each tactic on a one (never applicable) to five (always applicable) scale. With this scale, the closer the mean score for the tactic was to five, the more applicable the tactic was perceived to be to managerial situations, and the closer the mean score of the tactic was to one, the less applicable it was perceived to be.

The responses to the four change implementation tactics across the twelve hypothetical change situations provided a measure of the perceived overall appropriateness of each of the tactics, the perceived appropriateness of each of the tactics within a specific functional management area, and the differences among the three levels of student affairs staff as to their perceived appropriateness of each of the tactics in total and in relation to functional management areas.

The data generated by the responses to the survey instrument was analyzed using the Statistical Analysis System (SAS). One-way analyses of variance (ANOVA) using the general linear model (GLM) for unbalanced data was used to test eight of the hypotheses. A simple t-test was used to test hypothesis 1. These analyses allowed the researcher to compare the means of the three groups involved in the study.

## Summary of Major Findings

There were nine null hypotheses that were tested in this study. Of the nine, four were rejected. The following statements furnish a compilation of the findings.

1. Nutt's change implementation tactics were applied to change situations in a statistically significant manner. That is, each tactic was utilized independently by the respondents in evaluating the applicability of the tactics to change situations. The rating scores for each tactic differed significantly from the scores of the other tactics thus suggesting that the approaches described by the tactics were perceived as unique by the respondents.

2. Regarding the perceived appropriateness for the application of the intervention tactic to planned change, the three groups of student affairs administrators did not differ significantly in their application of the tactic.

3. There was no significant difference between the student affairs administrative groups in their perceived appropriateness for the application of the participation tactic for the implementation of planned change.

4. Chief student affairs officers differed significantly in their application of the persuasion tactic for the implementation of planned change from both chief housing officers and professional level housing staff. Chief housing officers and professional level housing staff did not differ significantly in their application of the persuasion tactic.

5. With regard to the edict tactic for the implementation of planned change, none of the three groups differed significantly in their perceived appropriateness for its application.

6. When evaluating the intervention tactic for implementation within each of the four functional management areas of planning, organizing, leading, and controlling, no differences to the .05 level of significance were shown between the administrative groups within any of the other management areas.

7. When the participation tactic was evaluated within each of the functional areas of management, differences to the .05 level of significance were shown to exist between the chief housing officer and the professional level housing staff in the management area of controlling. In this comparison, the chief housing officer preferred to apply a participation tactic to change implementation to a greater extent than the professional housing staff. No other significance was shown.

8. The persuasion tactic of change implementation produced the greatest amount of significant differences between the administrative groups when tested within the functional management areas. The chief student affairs officers differed significantly in their perceived appropriateness for the application of the persuasion tactic with both the chief housing officers and the housing professional staff in the management areas of organizing, leading, and controlling. In all cases the chief student affairs officers gave this tactic a higher appropriateness rating for application than did the other two administrative groups. No significant differences were detected for the planning function between any of the three administrative groups.

9. The three student affairs administrative groups did not differ significantly in their perceptions of the appropriateness of the edict tactic for change implementation within any of the four management areas.

## Conclusions

The following conclusions are presented as a result of this study.

1. The instrument used in this study differentiates, for statistical purposes, differences among administrators and their preferred application of the four change implementation tactics.

2. The results of the study provided support for the conclusions of Nutt that the four implementation tactics represent change tactics applicable to various change situations.

3. The results of this study extend Nutt's model of change implementation tactics to higher education administration.

4. Although all four tactics were perceived to be applicable to change situations, there were clear preferences for some over others across all administrative groups.

5. There were differences among the three administrators in perception of the applicability of a tactic based on the type of managerial function.

6. Each tactic represented a unique approach to implementing planned change. That is, although there are similarities among the tactics, administrators clearly distinguished between each.

7. Participation, as a change implementation tactic, was clearly the most dominant choice among all administrators, followed by the intervention tactic. The edict method of change implementation was the tactic of least choice among all administrators.

8. The persuasion tactic presented the greatest amount if significant differences between the administrators in preference for applicability of a change tactic.

9. Administrators involved in the management of student housing have both similar and different perceptions as to the tactics applicable in the implementation of planned change. This information is of value to any administrative officer for planning for future change efforts.

<div align="center">Implications</div>

This study identified the differences among three types of administrators and their preference for the application of certain change implementation tactics described by Nutt across functional areas of management.

All administrators clearly perceived each tactic as a separate procedure with its own set of implications and outcomes. Though each had similarities to the others, the perception of uniqueness was demonstrated. This would indicate that as a group, these administrators that directly impact the administration of campus housing do have similar thinking as to the perception of the features and defining issues involved with each of the tactics. Failure to

have similar perceptions of the definitions of each tactic would have presented confusion very early on in any efforts to initiate, develop, or present a strategy for planned change.

For one of the implementation tactics, edict, there was no difference in the application by any of the student affairs administrative groups, either in total or within any of the functional areas of management. Edict appears to be perceived as an inappropriate method of the implementation of change. Rarely did it receive a rating for application to a change situation above 2.500, the mean for the five (5) point scale. Its overall mean rating across all situations for all administrators was 2.304. For Nutt, his research demonstrated that the use of an edict as an implementation tactic was the third most frequently employed tactic, being used in 16% of the time in his sample organizations. If the pattern is similar in student housing management, then an edict, even though perceptions are strongly unfavorable towards its use, may still enjoy surprisingly frequent use.

Participation, as a change implementation tactic, received the highest ratings for preferred use of all tactics. Though there were no significant differences between any of the administrators when examined across all management functions, an examination by functional area revealed a significant difference between chief housing officers and professional housing staff. This study revealed that differences in the perceived appropriateness for the application of participation existed when change involved one area of management described as controlling. In this case, the professional housing staff did not favor participation as a tactic to the degree that was favored by the chief housing officers. This seems unusual in that such a view by this group would present the idea of greater preference for less involvement in the decision making process. However, one might also speculate that the controlling function translates into tasks of decision making about plans and decisions and how they will be made to stay on track and then be evaluated. These are tasks that are the responsibility of the chief

housing officer and perhaps there is some deference to the position displayed in this outcome. No significant differences were observed between the chief student affairs officer and the chief housing officer within any of the management functions involving the participation tactic.

The intervention implementation tactic also received similar support across all student affairs administrators with no significant differences noted. And when compared within each management area, there was no significance noted when all groups were compared as a whole. Even when a pairwise comparison was processed, no differences were noted between the administrators.

The change implementation tactic of persuasion presented the most statistically significant differences among the administrative groups. In pairwise comparisons within each of the functional areas of management, chief student affairs officers differed with both chief housing officers and professional housing staff in the willingness to apply this tactic, with the chief student affairs officer favoring this tactic to a greater degree than either of the other two administrative groups. Only in the area of planning did the chief student affairs officer not differ with the other two housing administrative groups. Therefore, unless the task involved planning functions, chief student affairs officers favored, to a greater degree, the use of "experts" or outside consultants to assist in developing and implementing the change necessary. It is interesting to note that this tactic represents the single greatest area of disagreement in application of the change tactics. It is also interesting to note that the only functional area that was not different among the administrative groups was planning. Of all the management tasks, planning would have seemed the logical area in which one might feel compelled to rely on experts. In this case, the chief student affairs officers gave a lower overall rating to the persuasion tactic within the planning function rather than the other two administrator groups giving it a higher rating.

Overall, there is a great deal of similarity in the preference pattern for application of the four tactics. Only in a few cases are there statistically significant differences among the three student affairs groups. Perhaps this can be attributed to the similarity in backgrounds, training, education, or experiences.

In a significant step, this study extended Nutt's model to a different population and work setting. In his work, Nutt developed his model by evaluating actual change situations within the service industries. This study supported the application of Nutt's model to the evaluation of change situations in education administration and extended the terminology and definitions of the model to higher education. The extension of this model into the research literature of higher education should serve to open additional areas for study.

In summary, it appears that Nutt's tactics were viewed as an applicable taxonomy for the description of change implementation tactics. Student affairs professionals, no matter what administrative level, generally perceive the application of change tactics in a similar fashion except when it involves the use of consultants or experts. Participation as a implementation tactic still holds great favor among administrators and as a tactic received the highest rating of all the tactics. The managerial fiat or edict is not viewed as a very applicable tactic by any of the administrative groups. It should also be noted that while participation as a tactic received the strongest rating of all the tactics, according to Nutt's research it did not produce the success rate that the intervention tactic. And though from this study, it is clear that the student affairs administrator respondents clearly suggested that participation and intervention were the most appropriate tactics for all the managerial tasks, Nutt's research points out that these two methods were not as frequently applied as was the persuasion tactic. If this same pattern holds in the administration of student housing, then what administrators think is the most appropriate change implementation tactic is not the one

being applied. These issues cannot be determined from this research, but the possibility remains.

## Implication for Future Research

This study supports the need for future research in numerous areas. This study was limited to three administrative groups within the same supervisory line and from four-year public institutions. The study was limited to four tactics for change implementation. The study was also designed to indicate where differences existed but not how or why those differences existed. The following are some suggestions for possible future research:

1. This study focused on the applicability of the tactics. Future research could focus on success rates after implementation or on the frequency of application.

2. The study was limited to twelve situational events grouped into four functional management areas. Because there is debate as to the actual number of descriptive categories necessary to adequately describe the nature of management, perhaps future research could choose a different set of functional area descriptions or a different number of functional areas so that there is a more narrow breakdown of response categories.

3. This study was focused on current thinking and strategies. Future studies might focus on historical development of implementation tactics among higher education administrators.

4. The study examined the responses of administrators from four-year public institutions. Further research might be focused upon administrators from community colleges, private institutions, or a comparison between each.

5. Age, gender, and education were not examined in the study to determine their influence on the perception of applicability of the tactics. Further study of these areas could help provide information on these external but influencing factors.

6. The study seemed to find that most significant differences existed between the roles of chief student affairs officers and chief housing officers. Because these two roles are generally significant players in the administrative structure of a student affairs organization, additional study could be developed to examine other differences that might exist in the management philosophies of these to positions.

Dear Colleague,

Thank you for your willingness to assist with this project. This study will ultimately investigate the perceptions of Chief Housing Officers as related to the implementation tactics of planned change. In order to develop an instrument to study this area, a series of situations were developed that reflect problems that Chief Housing Officers might encounter in the management of a housing operation. Your assistance is needed in the process of validating each situation in two areas. The two areas of concern are: 1) does the situation described depict a circumstance that could be faced by a chief housing officer managing a college or university housing operation, and 2) does the situation have, as its central focus, the "function" of the management process for which it was designed ( each situation may involve all functions of the management process, but each has one particular function as its primary focus ).

Please read the four definitions of the functions of the management process given below. Then read each of the proposed situations for the study. Please respond to the questions below each of the scenarios.

Please return the validation questionnaire in the envelope provided.

Thank you for your time and willingness to assist.

Sincerely,

Branan D. Woodham

For the purposes of this study the definitions of the functional elements of the management process are provided as follows:

## PLANNING

That function which consists of determining what should be done in the future. It consists of determining the goals, objectives, policies, procedures, and other plans needed to achieve the purposes of the organization.

## ORGANIZING

The organizing function includes all managerial activities that are taken to translate the required planned activities into a structure of tasks and authority.

## LEADING

Also called influencing, motivating, or directing. The leading function of a manager includes guiding, teaching, and supervising subordinates. It also means issuing orders and instructions so that jobs are accomplished. It carries the responsibility for developing the abilities of the staff to their maximum potential by directing, teaching and coaching them effectively.

## CONTROLLING

The managerial function of controlling involves those activities that are necessary to make certain that objectives are achieved as planned. Controlling means to determine whether or not plans are being met; whether or not progress is being made toward objectives; and to act, if necessary, to correct deviations and shortcomings.
This function is essentially one of evaluation and those steps that precede and follow an evaluative process.

SITUATION 1    During the past school year you and your staff experienced the first case of AIDS in the residence halls.  There was extreme turmoil on the staff (2 RAs and 1 graduate staff resigned).  The news media were constantly pressing for information, and the parents of other residents were highly concerned if not threatening at times.  Many of the problems stemmed from poor training of your staff, lack of education and understanding about the disease, and the lack of a policy from which to operate.  The Vice-President is expecting a full report for her review on your plans for the coming year in terms of operating policy, staff training and student information programming.  A preliminary outline and interim policy is due in two weeks and the full report is due in two months.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "PLANNING" AS ITS FOCUS.    WOULD YOU: (circle one)    AGREE    DISAGREE    THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):   YES    NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 2    You are the new Chief Housing Officer for a large and complex housing operation.  For the past several years the CHO before you has kept rental rate increases to a very low rate.  Most year's increases have been less than 3%, and 3 out of the last 5 years there have been no rate increases at all.  At this time reserve funds are low, but in not critically low, and the operation as a whole is financially sound.  However, your goals for the housing program call for several expansions and renovations to operations or facilities.  The addition of computers and computer applications is severely lacking, salaries should be increased, new equipment and furniture should be purchased, staffing needs to be increased in some areas, fire code corrections appear to be needed (none have been ordered however), etc.  You feel there is a need to have a number of years of higher rental rate increases to move the organization and facilities into the future.  Your goals may not be shared by all of your staff but is likely to be supported by those in higher authority.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "PLANNING" AS ITS FOCUS.    WOULD YOU: (circle one)    AGREE    DISAGREE    THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):   YES    NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 3    At your institution all of the residence halls have been of a traditional type, that is, double loaded corridor halls (rooms on either side), floor lounge, community bathrooms at each end, generally holding 45 residents per floor. Your staffing pattern has been one Resident Assistant per floor and one Hall Director per building. Nine months from now, in the Fall, you will open a new residence facility that is an apartment style building. There will be apartments on four levels, all with outside entrances. Each apartment will house four students in single bedrooms and is equipped with its own bathroom, kitchen and living-dining room area. Your concern at this time is with the staffing pattern that would best fit this facility and how to apply your already established 'housing program' in such a facility.

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1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "PLANNING" AS ITS FOCUS.    WOULD YOU: (circle one)     AGREE          DISAGREE      THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?

(circle one):    YES      NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

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SITUATION 4    In six months time you will acquire the maintenance responsibility of the residence halls from the physical plant department. You have anticipated this action so some planning has been done in your own mind. Now it is time for you to organize this new responsibility into reality. You must make changes in your organizational structure, budget, equipment inventory, parts supply, storage facilities, and supervisory responsibility. The addition of this whole new segment of staff and responsibility will have an affect on several staff positions and operating procedures (and habits) within your organization.

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1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "ORGANIZING" AS ITS FOCUS.    WOULD YOU: (circle one)     AGREE          DISAGREE      THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):    YES      NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 5    As the Chief Housing Officer of medium size operation, you have begun to observe that your operation is functioning at a level that is not as efficient as it should be.  You have noticed problems in the areas of information and communication, training, programming, budget building and other areas in which your full-time staff has high input. In your current staff structure you have two levels of full-time staff between you and the resident assistants (undergraduate staff).  You feel that one of your problems is that your organization is too "top heavy".  It is taking too long for decisions and information to make their way through the levels of staff.  You feel that you probably should re-organize so that only one level of full-time staff would be needed.  This change, as you envision it, could save money and make the organization more responsive to student needs.  However, it is likely your staff will feel different because their jobs would be affected.  One way or the other, something needs to be done and soon.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "ORGANIZING" AS ITS FOCUS.    WOULD YOU: (circle one)        AGREE              DISAGREE        THAT THIS IS ACHIEVED.

   IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
   (circle one):    YES        NO

   IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 6    For many years you have operated a very centralized budget process.  That is, you and your budget officer have generally made all budget decisions and allocations with very little input from your staff.  This process has served you well.  However, recent pressure from your staff as well as a desire to provide more experience to your staff has caused you to re-think the budget building process for the coming year.  You would like to begin instituting a decentralized budget process.  Your task is to organize the system through which you will receive input, how you will make use of that information and requests, how you will hold people accountable for their budgets, how to reward good budget managers, in general, how you will go about organizing the whole thing.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "ORGANIZING" AS ITS FOCUS.    WOULD YOU: (circle one)        AGREE              DISAGREE        THAT THIS IS ACHIEVED.

   IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
   (circle one):    YES      NO

   IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 7    As Chief Housing Officer of a fairly large staff, you have made it a point to drop a little note or offer a word of praise to employees that you observe or learn have done an exceptionally good job at something.  In a recent staff meeting one of your Assistant Directors mentioned how a note you sent to one of her Hall Directors really had made a positive and motivating impact.  This comment has stimulated the idea on your part that perhaps it is time your organization developed and implemented a more formalized recognition program that involved all of your staff.  You have decided that this will be one of the major goals for your organization for the coming academic year, now nine months away.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "LEADING" AS ITS
   FOCUS.    WOULD YOU: (circle one)    AGREE    DISAGREE    THAT THIS IS ACHIEVED.

   IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE
   SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
   (circle one):    YES    NO

   IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 8    For a number of years your housing program has included basic orientation and training programs.  Most of the refinements to an employee's job come through individual instruction of the supervisor or through what they pick up from their co-workers.  You feel that your current orientation program is sufficient to get people started on the job, but that there is much more to be done with the area of in-service and developmental training.  You will need the support and involvement of many facets of your organization if this training program is to work.  You would like to create a training program that would not only help staff with their current work but would also provide them with life skills and skills to assist them with upward job mobility.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "LEADING" AS ITS
   FOCUS.    WOULD YOU: (circle one)    AGREE    DISAGREE    THAT THIS IS ACHIEVED.

   IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE
   SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
   (circle one):    YES    NO

   IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 9    As the new Chief Housing Officer you observe that your staff has operated on a fairly autonomous basis for many years.  There is no central set of guidelines or policy statements published from your department.  Staff generally rely on their own decision making skills, refer to past group staff discussions or call you for information.  You feel that this situation is not conducive to consistent, nor quality, decision making.  As the Chief Housing Officer, you feel it is imperative that daily decision making be more consistent and uniform.  You have concluded that something must be done to standardize and then publish general and specific housing policies for your staff.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "LEADING" AS ITS FOCUS.    WOULD YOU: (circle one)    AGREE        DISAGREE    THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):    YES        NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 10    As a new Chief Housing Officer you are particularly interested in having a forum through which you can interact weekly with your staff, both on a group and individual basis.  The format, content and direction of these meetings have not been determined in your mind.  The current staff is used to being communicated with through memorandum, by making appointments to discuss important issues and through meetings with the Director at his calling.  You feel that there needs to be a change in this situation.

1) THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "CONTROLLING" AS ITS FOCUS.    WOULD YOU: (circle one)    AGREE        DISAGREE    THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2) IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):    YES        NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 11    Your maintenance and custodial staff frequently must work on joint projects, such as the renovating and cleaning of family housing apartments between occupants, and the cleaning and general repair of the residence halls between semesters.  Each group thinks that their work is the most important, and deadline-oriented.  There is an insistence by both groups that they cannot work in the same location at the same time and get their work done quickly and effectively.  Because of a change in the academic calendar and a general need to improve efficiency overall, you as the Chief Housing Officer, must correct this situation.

1)  THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "CONTROLLING" AS ITS FOCUS.   WOULD YOU: (circle one)        AGREE           DISAGREE       THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2)  IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):     YES      NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

SITUATION 12    This year one of your primary goals as Chief Housing Officer is to overhaul your organization's staff performance evaluation process.  Currently, the staff is evaluated on an annual basis by their immediate supervisor.  There are no formal guidelines or forms for staff to use.  They simply describe performance in letter form.  You are aware that there are real inconsistencies in how well these appraisals are done and how they are used with staff. Also, due to the lack of accurate and consistent performance evaluations, you do not feel that you have an adequate handle on how well each staff member is performing within your organization.  From your readings, training, and experience, you know that performance evaluation can be a useful tool for the positive development of all levels of staff.  You are convinced that you should and can have a new performance appraisal process in place by the beginning of Fall Resident Assistant and Hall Director training six months from now.  The task before you is to design and implement some kind of improved system in the coming months.

1)  THE SITUATION DESCRIBED ABOVE IS INTENDED TO HAVE THE MANAGEMENT FUNCTION OF "CONTROLLING" AS ITS FOCUS.   WOULD YOU: (circle one)        AGREE           DISAGREE       THAT THIS IS ACHIEVED.

IF 'DISAGREE' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW YOU WOULD CHANGE THE SCENARIO TO ACHIEVE ITS INTENDED FOCUS.

2)  IS THIS A REALISTIC SITUATION THAT COULD BE CONFRONTED BY A CHIEF HOUSING OFFICER ?
(circle one):     YES      NO

IF 'NO' IS YOUR ANSWER, PLEASE INDICATE ON THE COMMENT PAGE HOW IT COULD BE MADE REALISTIC.

<u>Comments:</u>

Your comments concerning any of the situations described above would be appreciated:

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APPENDIX C
INSTRUCTIONS TO JUDGES AND VALIDATION SURVEY FOR VALIDATION
OF RESPONSES FOR STUDY SURVEY INSTRUMENT


Dear Drs. Wattenbarger, Sandeen, and James:


Thank you for your assistance in the validation of the responses for the instrument being developed for use in this study. The study will investigate the perceptions of chief housing officers concerning the tactics used to implement planned change in the management of a college or university housing operation. The specific implementation tactics under investigation were suggested in a research report by Paul C. Nutt entitled Tactics of Implementation, (Academy of Management Journal, 1986, Vol. 29, No. 2, 230-261).

The validation of the responses is a critical part of the development of the instrument. Your involvement will help insure that the responses accurately reflect the four change implementation tactics described by Nutt in his research.

On the succeeding pages are the descriptions of the four implementation tactics as described by Nutt in his research. Following these four descriptions will be four descriptions intended as responses for the study instrumentation. Below each of these proposed descriptions will be a response area. Please follow these steps for the validation of the responses:

VALIDATION OF RESPONSES INSTRUMENT

1.      Read the four implementation tactics of planned change as detailed by Nutt in

        his research.

2.      Read each of the proposed responses.

3.      In the place provided beneath each proposed response indicate which of Nutt's

        tactics is most accurately represented by that response.

4.      Judge each response independently and do not use the process of elimination

        to determine the implementation tactic represented by the response.

5.      Please note any comments or suggestions in the space provided.

## SUMMARY OF NUTT'S CHANGE IMPLEMENTATION TACTICS

        The following are the four descriptions of the change implementation tactics as detailed in

Nutt's research.


1. Implementation by Intervention. "To initiate change processes, the manager-sponsors became protagonists by creating rationales for action in the minds of key people. Appraising performance levels and demonstrating performance inadequacies by applying new norms created these rationales. Sponsor-managers often cited comparable organizations with better performance to justify new performance norms. In addition, they used descriptions of how current practices could be improved to demonstrate the feasibility of changes. These suggestions defined options that those involved in the change process had to consider during development (of change concepts). Many interventionists recognized that users were excellent sources of ideas, so during development, sponsors often formed task forces made up of users to identify inefficient and ill-advised procedures. Task forces offered ideas or acted as sounding boards, providing commentaries on changes as they evolved. Sponsors, however, retained the power to veto these recommendations. Change processes ended following demonstrations that adopting changes could overcome deficiencies in performance. Performance monitoring followed installation (of changes)."

2. Implementation by Participation. "To use participation, manager-sponsors initiated change processes by stipulating needs or opportunities, and then assigning decisions for developmental activities. Such stipulations create objectives with varying degrees of explicitness. Sponsors select task force members to represent certain points of view or to give information thought to be important. Sponsors delegated responsibility for guiding project development processes to task forces. Such delegation specified constraints and expectations and identified support staff. Task forces arrived at consensus about specifics. They make recommendations. The co-optation implicit in this delegation became a vehicle to promote compliance. (The participation) process closed with performance monitoring."

3. Implementation by Persuasion. "In implementation by persuasion, manager-sponsors made little effort to manage change processes and monitor their progress due to disinterest, lack of knowledge, or powerful or persuasive protagonist. The change processes began with either the sponsors or experts stipulating needs or opportunities. In persuasion implementation there is little, if any managerial review. Sponsors allow experts to control development. Experts stressed options and their justifications. Experts presented products for approval. They made attempts to sell options that performed best, using projected benefits to argue for adoption. Sponsors took passive role, encouraging sales pitches from interested parties so they could weigh imperatives to act. Sponsors became active after active sales pitches had been made, often demanding extensive documentation of benefits that required returning to the evaluation stage. Performance monitoring closed the process."

4. Implementation by Edict. "Implementation by edict involved sponsors' using control and personal power while avoiding any form of participation. This tactic had three key features. First, sponsors' control of change processes was intermittent with no common theme. There was no recognizable pattern in sponsors' monitoring and no formal delegations of responsibility. Experts and users had little power. Second, sponsors did not discuss changes with users or attempt to rationalize the need for changes; they expected user compliance. They demonstrated neither imperatives for changes nor their feasibility. The justification steps found in the intervention tactic were not observed. Third, sponsors issued adoption directives by managerial fiat even when lengthy developmental processes occurred. Sponsors merely announced changes and prescribed expected behavior using memoranda, formal presentations, or on-the-job instructions that dictated the expected behavior of users."

Responses for Study Instrument:

RESPONSE 1

You, as the chief housing officer, become actively involved in serving as sponsor of the change(s), by establishing new goals and norms, applying these to the current situation, and identifying the current performance or situational shortcomings. You invest time and energy showing other staff the value of the planned change(s) by demonstrating improvements possible or the feasibility of improving practices. Once other staff are adequately informed of the benefits of the planned changes, you implement them and follow up by demonstrating the improvement in performance or the situation.

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THE RESPONSE STATEMENT ABOVE ACCURATELY REPRESENTS WHICH OF NUTT'S FOUR IMPLEMENTATION TACTICS:

CHECK ONE:

____ INTERVENTION      ____ PARTICIPATION      ____ PERSUASION      ____ EDICT

____ REPRESENTS NONE OF THE TACTICS

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RESPONSE 2

You, as chief housing officer and sponsor of the planned change(s), initiate the process by identifying the needs and/or opportunities. You delegate substantial responsibility for guiding change development processes to task forces, providing them with expectations and constraints. Task Forces develop recommendations and recommendations are implemented by you and monitored for performance or situation improvement.

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THE RESPONSE STATEMENT ABOVE ACCURATELY REPRESENTS WHICH OF NUTT'S FOUR IMPLEMENTATION TACTICS:

CHECK ONE:

____ INTERVENTION      ____ PARTICIPATION      ____ PERSUASION      ____ EDICT

____ REPRESENTS NONE OF THE TACTICS

RESPONSE 3

You, as chief housing officer and sponsor of the change(s), identify the needs and/or opportunities. You turn the control of the development of the change process over to experts, such as paid consultants or others generally outside of your organization, and in general remain apart from the change process. The experts present products, ideas, procedures, etc., for approval, and attempt to sell the options that seem best to other staff involved. You encourage sales pitches from interested parties so that you and/or staff can weigh imperatives to act. You implement changes as recommended by experts and monitor for performance or situation improvement.

THE RESPONSE STATEMENT ABOVE ACCURATELY REPRESENTS WHICH OF NUTT'S FOUR IMPLEMENTATION TACTICS:

CHECK ONE:

_____ INTERVENTION _____ PARTICIPATION _____ PERSUASION _____ EDICT

_____ REPRESENTS NONE OF THE TACTICS

RESPONSE 4

You, as chief housing officer and sponsor of the planned change(s), stipulate needs and opportunities, weigh alternatives and select the necessary steps to accomplish the change(s) necessary. Little or no input is sought or desired from others on the staff. Directives are issued and change(s) are initiated.

THE RESPONSE STATEMENT ABOVE ACCURATELY REPRESENTS WHICH OF NUTT'S FOUR IMPLEMENTATION TACTICS:

CHECK ONE:

_____ INTERVENTION _____ PARTICIPATION _____ PERSUASION _____ EDICT

_____ REPRESENTS NONE OF THE TACTICS

Please return completed form to me in the enclosed envelope by May 1. If you have any questions regarding this request or about the study, you may contact me at 392-6031. Your assistance in this project is greatly appreciated.

12 October 1989

Dr. Rita Moser
Chairperson, ACUHO-I Research & Information Committee
104 Cawthon Hall
Florida State University
Tallahassee, FL  32306-2036

Dear Rita,

As I mentioned to you at the ACUHO-I Conference, I am at that point in my doctoral studies where I will soon be distributing my research instrument.  Because of the nature and scope of my study I would like to have an endorsement of the study by your committee.  I feel that such an endorsement will add credibility to the study and help increase my return rate from those members of the housing profession included in the sample.

The study I am presenting investigates the use of change implementation tactics through the use of hypothetical situations centered around the role and functions of the Chief Housing Officer.  Three levels of student affairs staff involved in the management of residence halls are the subjects in the study.  They are the Chief Student Affairs Officer, the Chief Housing Officer and a professional member of the housing staff (Associate or Assistant Director level).  I will be examining how each of these three levels of student affairs staff respond to twelve hypothetical situations developed so as to indicate a need for some form of change.  The twelve situations have been developed to reflect the four principle management tasks of planning, organizing, leading and controlling (three situations per management task).  The study will request that each respondent react to each situation by rating, on a 1 to 5 scale, each of four change implementation tactics.  In doing this the respondents will be indicating, by their rating, the degree to which they prefer that tactic as an approach to effect the change(s) they deem necessary from the hypothetical situations presented in the study.  From the data generated I hope to examine the relationships between each of the three levels of staff, each of the four tactics, and between the four principle types of management tasks.

The significance of the study revolves around the necessity for smooth management of change within the residence halls. I hope that the study will reveal interesting data on the management style and expectations of each of these three levels of interrelating and interactive management positions affecting the residence halls as well as some specific data on tactics for the implementation of change.

My sample will be drawn solely from the ACUHO-I membership. I will be surveying 100 randomly selected public institutions in each of the three student affairs positions for a total of a 300 person sample. I have restricted my sample population institutions to those with an on-campus single student populations of 2500 or greater.

I hope the information I have provided here is sufficient for what you need to evaluate the study. If you need anything more please let me know. Also, if there is something I must do for ACUHO-I for this support please let me know so that I might comply.


Thank you for your help,



Branan D. Woodham

APPENDIX F
COVER LETTER FOR SURVEY DIRECTED TO
CHIEF HOUSING OFFICERS AND PROFESSIONAL HOUSING STAFF

November 15, 1989

Dear Colleague,

Mr. Branan Woodham is a research assistant and graduate student in the Institute of Higher Education at the University of Florida, as well as, an Assistant Director of Housing with the University's Division of Housing.  He is conducting a study, under the sponsorship of the Institute, and with the support of the Division of Housing and the ACUHO-I Research and Information Committee (see accompanying letter), of change implementation within the management structure of college and university student housing.

The study involves an investigation of the preferred application of change implementation tactics of three levels of student affairs/housing staff directly involved in the change making process associated with on-campus student housing.  The three staff levels are the Chief Student Affairs Officer, the Chief Housing Officer, and a Professional Member of the housing/residence life staff.  This study may provide some insight into the decision making and implementation processes involved with planned change and, therefore, be of great assistance in training, leadership development, conflict avoidance, and in the productive management of student residence organizations.  Because of your current leadership role within housing/residence life, you are invited to participate in this study.

Your individual responses will be kept confidential.  The code number on the survey is being used solely to identify returned surveys.  <u>Please return the completed survey in the self-addressed, stamped envelope by Friday, December 1, 1989</u>.

We appreciate your participation in this important research. You can receive a summary report of the research results by completing and returning the portion of the survey designated for this information (back of the title page).


Cordially yours,


James L. Wattenbarger, Director          James C. Grimm, Director
Institute of Higher Education             Division of Housing



Branan D. Woodham, Research Assistant
Institute of Higher Education

APPENDIX G
COVER LETTER FOR SURVEY DIRECTED TO CHIEF STUDENT AFFAIRS OFFICERS

November 15, 1989

Dear Colleague,

Mr. Branan Woodham is a research assistant and graduate student in the Institute of Higher Education at the University of Florida, as well as, an Assistant Director of Housing with the University's Division of Housing. He is conducting a study, under the sponsorship of the Institute, and with the support of the Division of Housing and the ACUHO-I Research and Information Committee (see accompanying letter), of change implementation within the management structure of college and university student housing.

The study involves an investigation of the preferred application of change implementation tactics of three levels of student affairs/housing staff directly involved in the change making process associated with on-campus student housing. The three staff levels are the Chief Student Affairs Officer, the Chief Housing Officer, and a Professional Member of the housing/residence life staff. This study may provide some insight into the decision making and implementation processes involved with planned change and, therefore, be of great assistance in training, leadership development, conflict avoidance, and in the productive management of student residence organizations. Because of your current leadership role within student affairs, you are invited to participate in this study.

Your individual responses will be kept confidential. The code number on the survey is being used solely to identify returned surveys. Please return the completed survey in the self-addressed, stamped envelope by Friday, December 1, 1989.

We appreciate your participation in this important research. You can receive a summary report of the research results by completing and returning the portion of the survey designated for this information (back of the title page).


Cordially yours,


James L. Wattenbarger, Director          C. Arthur Sandeen
Institute of Higher Education          Vice President for Student Affairs



Branan D. Woodham, Research Assistant
Institute of Higher Education

APPENDIX H
FOLLOW-UP LETTER TO RESPONDENTS


January 2, 1990

Dear ,

A few weeks ago you were mailed a survey instrument entitled <u>A Study of Change Implementation in Student Housing Management</u>. This study is being sponsored by the Institute of Higher Education with the support of The Association of College and University Housing Officers - International. To date, response to the study has been very positive.

According to our records, we have not yet received your completed survey. It is possible that it is currently in route to us. If this is the case, please disregard this letter.

However, if you have not yet responded to the survey, we would like to encourage you to do so at this time. Because of cost a duplicate survey has not been included with this letter. If you need a duplicate copy of the survey please write or call and one will be sent to you immediately. You may contact Mr. Branan Woodham, Division of Housing, University of Florida, Gainesville, Florida, 32611 or call (904) 392-6031.

Your involvement with this research will help us insure a representative perception of the implementation of change in the student affairs area. Please return your completed survey by <u>Friday, January 12, 1990</u>.

Your cooperation and participation in this study is appreciated.



Cordially yours,



Branan D. Woodham, Research Assistant
Institute of Higher Education



cc: Dr. James Wattenbarger, Director
    Institute of Higher Education

# A STUDY OF CHANGE IMPLEMENTATION
# IN STUDENT HOUSING MANAGEMENT

This instrument is designed to investigate the preferred application of certain tactics to the implementation of planned change by three groups of Student Affairs Staff involved in the management of a college or university student housing operation. The three groups of staff are the Chief Student Affairs Officer, the Chief Housing Officer, and a professional member of the housing staff.

PLEASE PROVIDE THE FOLLOWING DESCRIPTIVE DATA:

## I.  INSTITUTION: (a)_____

(b)  FALL 1989 TOTAL INSTITUTIONAL ENROLLMENT: _____ (full and part-time)

## II.  STUDENT AFFAIRS/HOUSING STAFF (person completing this instrument):

(a)  TITLE: _____

| (b)  GENDER (circle): | (c)  AGE (circle): | (d)  EDUCATIONAL LEVEL: (circle one) |
|---|---|---|
| 1. Male | 1.  Under 26 | 1.  No Degree |
| 2. Female | 2.  26 - 35 | 2.  Bachelors |
| | 3.  36 - 45 | 3.  Masters |
| | 4.  46 - 55 | 4.  Specialist |
| | 5.  Over 55 | 5.  Doctorate |
| | | 6.  Professional (Law/Medicine) |

(e)  YEARS EMPLOYED IN CURRENT POSITION: _____

(f)  YEARS EMPLOYED PROFESSIONALLY IN STUDENT AFFAIRS/HOUSING: _____

## III.  HOUSING/RESIDENCE LIFE OPERATION:

(a)  TOTAL SINGLE STUDENT HOUSING CAPACITY: _____

   (b)  MALES: _____   (c)  FEMALES: _____

(d)  TOTAL FAMILY HOUSING UNITS: _____

(e)  TOTAL FULL-TIME EMPLOYEES WITHIN HOUSING/RESIDENCE LIFE ORGANIZATION:_____

(f)  OF THIS TOTAL, HOW MANY ARE FULL-TIME CAREER HOUSING/RESIDENCE LIFE PROFESSIONALS
(ie. Hall Directors, Coordinators, Associate and Assistant Directors): _____

CODE NUMBER: _____

DIRECTIONS

On the following pages are presented twelve situations that may occur in the management of a residence hall system. Each situation implies that some sort of change is necessary. The specific change necessary in any given situation is not as important for this study as is your perception of the approach(es) or tactic(s) you feel to be appropriate to address the implementation of the planned change. On the following page are descriptions of four tactics for the implementation of planned change. Each of the tactics is described in detail and will need to be referenced frequently for completion of the instrument.

Read each of the situations carefully. The situations and tactics are centered around the position and role of the Chief Housing Officer. However, please respond to each situation as if it were YOUR responsibility to decide on the course of action for that situation. For each of the situations described in the instrument, evaluate EACH tactic according to your perception of that tactic's appropriateness for the implementation of the necessary change(s). Rate each tactic on a one (1) to five (5) scale, with 1 indicating a "never appropriate tactic", to 5 indicating an "always appropriate tactic". Please evaluate each tactic for each situation. DO NOT skip or leave out a rating. Evaluate each tactic independently of the others. (See examples below).

EXAMPLES OF RESPONSES:

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning EACH tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]  <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 -->  [ALWAYS APPROPRIATE]

EXAMPLE 1:

TACTIC RATINGS FOR SITUATION 0:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____
PARTICIPATION

EXAMPLE 2:

TACTIC RATINGS FOR SITUATION 0:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____
PARTICIPATION

**PLEASE RETURN COMPLETED INSTRUMENT BY <u>DECEMBER 8, 1989</u>
IN THE STAMPED, SELF-ADDRESSED ENVELOPE PROVIDED.**

## TACTICS FOR THE IMPLEMENTATION OF CHANGE

This study involves the investigation of the preferred application of four tactics or approaches to the implementation of planned change by three levels of student affairs staff, the Chief Student Affairs Officer, the Chief Housing Officer, and a Professional Member of the housing staff, who are directly involved in the management of campus student housing. The four tactics defined for this study are described in relation to the actions of the Chief Housing Officer as follows:

### INTERVENTION

The Chief Housing Officer (CHO) becomes actively involved in serving as sponsor of the change(s) by establishing new goals and norms, applying these to the current situation, and identifying the current performance or situational shortcomings. He/She invests time and energy showing other staff the value of the planned change(s) by demonstrating improvements possible or the feasibility of improving practices. Once other staff are adequately informed of the benefits of the planned changes, he/she implements the change(s) and follows up by demonstrating the improvement(s) in performance or the situation.

### EDICT

The Chief Housing Officer (CHO), as sponsor of the planned change(s), identifies the needs and opportunities. He/She weighs the alternatives and selects the necessary steps to accomplish the change(s). The CHO retains complete control of the development and implementation of the change(s) determined to be needed. Little or no input is sought or desired from others on the staff. He/She issues directives that stipulate the change(s) to be initiated. Compliance with the change(s) is/are anticipated and expected. CHO monitors change(s) for performance or situation improvement(s).

### PERSUASION

The Chief Housing Officer (CHO), as sponsor of the change(s), identifies the needs and/or opportunities. He/she turns control of the development of the change process over to experts, such as paid consultants or others outside of the housing organization, and in general, remains apart from direct involvement in the change process. The experts present products, ideas, procedures, etc., for approval, and attempt to sell the options that seem best to other staff involved. The CHO encourages sales pitches from interested parties so that he/she and/or staff can weigh imperatives to act. The CHO implements the changes as recommended by the experts and monitors for performance or situation improvement(s).

### PARTICIPATION

The Chief Housing Officer (CHO), as sponsor of the planned change(s), initiates the process by identifying the needs and/or opportunities. He/she delegates substantial responsibility for guiding change development processes to task forces consisting of appropriate staff and/or students, providing them with expectations and constraints. The Task Forces develop recommendations, and the recommendations are then implemented by the chief housing officer and monitored for performance or situation improvement(s).

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning <u>EACH</u> tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]  <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 -->  [ALWAYS APPROPRIATE]

## SITUATION 1

During the past school year the housing organization experienced the first case of AIDS in the residence halls. There was extreme turmoil on the staff (2 RAs and 1 graduate staff resigned). The news media were constantly pressing for information, and the parents of other residents were highly concerned if not threatening at times. Many of the problems could be traced to poor training of the staff, lack of education and understanding about the disease, and the lack of a policy from which to operate. The President is expecting a full report for review of the plans for the coming year in terms of operating policy, staff training and student information programming. A preliminary outline and interim policy is due in two weeks and the full report is due in two months. The task is to plan and develop these changes for the coming year as well as meet the expectations of the President.

TACTIC RATINGS FOR SITUATION 1:    * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION    _____ EDICT    _____ PERSUASION    _____ PARTICIPATION

## SITUATION 2

A new Chief Housing Officer (CHO) for a large and complex housing operation has recently been hired. For the past several years the previous CHO kept rental rate increases very low. Most year's increases have averaged less than 3%, and 3 out of the last 5 years there have been no rate increases at all. At this time reserve funds are low but the operation as a whole is financially sound. However, the new CHO's goals for the housing program call for several expansions and renovations to operations and facilities. Computers and computer applications are far behind similar size operations, salaries should be increased, new equipment and furniture should be purchased, staffing needs to be increased in some areas, fire code corrections appear to be needed and asbestos abatement needs have exceeded plans. The new CHO feels there is a need to have a number of years of higher rental rate increases to move the organization and facilities into the future. The task is to plan and implement these future changes that will address the needs seen by the CHO.

TACTIC RATINGS FOR SITUATION 2:    * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION    _____ EDICT    _____ PERSUASION    _____ PARTICIPATION

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning <u>EACH</u> tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]   <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 --> [ALWAYS APPROPRIATE]

## SITUATION 3
All of the residence halls at the institution have been of a traditional type, that is, double loaded corridor halls (rooms on either side), floor lounge, community bathrooms at each end, generally holding 45 residents per floor. The staffing pattern has been one Resident Assistant per floor and one Hall Director per building. Nine months from now, in the Fall, a new residence facility will open that is an apartment style building. There will be apartments on four levels, all with outside entrances. Each apartment will house four students in single bedrooms and is equipped with its own bathroom, kitchen and living-dining room area. The concern at this time is with the staffing pattern that would best fit this facility and how to apply the already established 'housing program' in such a facility. The task is to plan the necessary changes in traditional staffing patterns and in your 'housing program' so that the new facility is incorporated fully into the operation.

TACTIC RATINGS FOR SITUATION 3:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

## SITUATION 4
Within the next six months the housing operation will assume responsibility for the maintenance of the residence halls from the physical plant department. This change has been anticipated for several years so it is not a surprise. However, now it is time to organize this new responsibility into reality. Changes must be made in the organizational structure, budget, equipment inventory, parts supply, storage facilities, and supervisory responsibilities. The addition of this new segment of staff and responsibility to the housing operation will have an effect on several staff positions and operating procedures (and habits) within the organization. The task is to organize these new changes in responsibilities so that the new functions, and staff, are incorporated easily with a minimum of problems.

TACTIC RATINGS FOR SITUATION 4:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning EACH tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]   <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 --> [ALWAYS APPROPRIATE]

SITUATION 5   The Chief Housing Officer (CHO) of a medium size operation, has begun to observe that the housing operation is functioning at a level that is not as efficient as it should be. Problems can be observed in the areas of information and communication, training, programming, budget building and other areas for which the full-time staff has responsibility. In the current staff structure there are two levels of full-time staff between the CHO and the resident assistants (undergraduate staff). It appears that one of the problems is that the organization is too "top heavy". It is taking too long for decisions and information to make their way through the levels of staff. A re-organization is necessary so that only one level of full-time staff would be needed between the CHO and the RAs. This change, as envisioned, could save money and make the organization more responsive to student needs. It has been decided to make this organizational change, however, it is likely the staff will feel uneasy because their jobs might be affected. The task is to organize and implement this change in the housing operation.

TACTIC RATINGS FOR SITUATION 5:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION   _____ EDICT   _____ PERSUASION   _____ PARTICIPATION

SITUATION 6   For many years the housing operation has operated a very centralized budget process. That is, the Chief Housing Officer (CHO) and the budget officer have generally made all budget decisions and allocations. This process has served the organization well. However, recent pressure from the staff as well as a desire to provide more experience and training for the professional staff has caused a re-thinking of the budget building process for the coming year. The CHO would like to begin instituting a decentralized budget process. The task is to organize the system through which the CHO will receive input, and how the information and requests will be used, how to hold staff accountable for their budgets, how to reward good budget managers, and which levels of staff will give input.

TACTIC RATINGS FOR SITUATION 6:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION   _____ EDICT   _____ PERSUASION   _____ PARTICIPATION

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning <u>EACH</u> tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]  < -- 1 ....... 2 ....... 3 ....... 4 ....... 5 --> [ALWAYS APPROPRIATE]

## SITUATION 7

The Chief Housing Officer (CHO) of a fairly large staff has made it a point to drop a little note or offer a word of praise to employees that they observe or learn have done an exceptionally good job at something. In a recent staff meeting one of the Assistant Directors mentioned how a note that was sent by the CHO to one of her Hall Directors really had made a positive and motivating impact. This comment has stimulated the idea that perhaps it is time the organization developed and implemented a more formalized recognition program that involved all of the staff. Some of the staff have expressed extreme reservations about such a program, feeling that this type of program could create harsh feelings between people getting recognized and those not recognized. The CHO has decided that this program will be included as one of the major goals for the organization for the coming academic year. The task is to establish the program within the organization for the coming year.

TACTIC RATINGS FOR SITUATION 7:    * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

## SITUATION 8

For a number of years the housing operation has included basic orientation and training programs. Most of the refinements to an employee's job come through individual instruction of the supervisor or through what they pick up from their co-workers. The Chief Housing Officer (CHO) feels that the current orientation program is sufficient to get people started on the job, but that there is much more that could be done with the area of in-service and developmental training. The goal would be to create a training program that would not only help staff with their current work but would also provide them with life skills, and skills to assist them with upward job mobility. The program will need the support and commitment of many facets of the organization if this training program is to work. The task is to get this program in place and functioning as quickly as possible, to encourage staff to teach topics, and to motivate all staff to attend these training and personal development programs.

TACTIC RATINGS FOR SITUATION 8:    * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

SCORING DIRECTIONS:

Beside each tactic name, reflect your preferences by assigning EACH tactic a rating number from 1 to 5 based on the scale shown below. Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

[NEVER APPROPRIATE]   <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 --> [ALWAYS APPROPRIATE]

## SITUATION 9

The new Chief Housing Officer (CHO) has observed that the professional staff has operated on a fairly autonomous basis for many years. There is no central set of guidelines or policy statements published from the department. Staff generally rely on their own decision making skills, refer to past group staff discussions or call the CHO for information. This situation is not conducive to consistent, nor quality, decision making. The Chief Housing Officer, feels it is imperative that daily decision making be more consistent and uniform. The CHO has concluded that something must be done to standardize and then publish general and specific housing policies for the housing staff. The task is to get these changes in place, and help the staff understand the benefits of uniform policies and consistent decision making for the entire operation.

TACTIC RATINGS FOR SITUATION 9:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

## SITUATION 10

The residence halls have a Black minority population of about 15%. The RA staff consists of about 10% Black students. Within the past month the hall staffs have reported scattered incidents of racial intolerance. There have been incidents of racial jokes and slurs coming from white students while in floor lounges, racially provocative posters and symbols appearing in a few students' rooms as well as on floor bulletin boards, two Black male RAs were attacked verbally with racial slurs when they attempted to deal with a party involving all white students, and there has been at least one confirmed case of outright racial intimidation of a Black female resident while in her residence hall room. There has been an attempt to handle these incidents in the appropriate manner, however, it is clear that the goals developed at the beginning of the year to encourage increased racial acceptance are not working. There is an immediate need for action before the situation becomes volatile. There is a need to educate staff, reestablish Housing policy statements and guidelines, evaluate programming efforts, and act decisively to end these incidents of racism and violence.

TACTIC RATINGS FOR SITUATION 10:   * REFER TO SCALE AT TOP OF PAGE *

_____ INTERVENTION        _____ EDICT        _____ PERSUASION        _____ PARTICIPATION

SCORING DIRECTIONS:

   Beside each tactic name, reflect your preferences by assigning <u>EACH</u> tactic a rating number from 1 to 5 based on the scale shown below.  Your rating of each tactic should indicate the degree of appropriateness for each tactic as an approach to the implementation of change(s) for the situation described.

   [NEVER APPROPRIATE]  <-- 1 ....... 2 ....... 3 ....... 4 ....... 5 --> [ALWAYS APPROPRIATE]

---

SITUATION 11   The housing maintenance and custodial staff frequently must work on joint projects such as the renovating and cleaning of family housing apartments and the cleaning and general repair of the residence halls between semesters.  Each group thinks that their work is the most important, and deadline-oriented.  There is an insistence by both groups that they cannot work in the same location at the same time and get their work done quickly and effectively.  Because of a change in the academic calendar and a general need to improve efficiency overall, the Chief Housing Officer must correct this situation.  The task is to evaluate the situation via methods deemed effective, determine the problem areas, and make the necessary changes to get the housing personnel working as a team to complete the assigned work.

   TACTIC RATINGS FOR SITUATION 11:   * REFER TO SCALE AT TOP OF PAGE *

   _____ INTERVENTION       _____ EDICT       _____ PERSUASION       _____ PARTICIPATION

SITUATION 12   One of the principle goals of the Chief Housing Officer (CHO) is to determine adequately how well the staff is performing at their assigned tasks.  One key method is through a positive type performance evaluation process.  From readings, training, and experience, the CHO knows that performance evaluation can be a useful tool for the positive development of all levels of staff as well as a necessary information system from which one can plan, organize, and direct the organization.  The current system of personnel evaluation is very lacking.  There are real inconsistencies in how well these appraisals are done and how they are used with staff, and therefore, lack value for evaluating this particular area of the operation.  The CHO has decided to take action to correct this problem.  This year one of the housing organization's goals will be to overhaul the staff performance evaluation process.  The task for the CHO is to get an evaluative process in place as soon as possible so that he/she is better informed about the staff and their needs.

   TACTIC RATINGS FOR SITUATION 12:   * REFER TO SCALE AT TOP OF PAGE *

   _____ INTERVENTION       _____ EDICT       _____ PERSUASION       _____ PARTICIPATION

Thank You for Your Participation !
Please return promptly.

If you would like a copy of the results of this study please fill in the section below and return with the completed instrument.

NOTE:  This page will be detached from the completed instrument so as to maintain the anonymity of the responses.

Name:_____

Title: _____

Institution:_____

Address:_____

_____

City:_____

State: _____          Zip: _____

COMMENTS:

TABLE OF GENERAL DEMOGRAPHIC INFORMATION

Table J-1

| | Chief Student Affairs Officers N = 50 | Chief Housing Officers N = 53 | Housing Staff N = 52 |
|---|---|---|---|
| Average Institutional Enrollment | 19,076 | 18,659 | 19,710 |
| Average Housing Capacity | 4,856 | 5,026 | 4,934 |
| Average Years in Current Position | 8.82 | 7.98 | 6.64 |
| Average Years in Current Profession | 20.96 | 18.67 | 14.38 |
| Gender | | | |
| Males | 47 | 43 | 36 |
| Females | 3 | 10 | 16 |
| Education Level | | | |
| Professional | 0 | 0 | 0 |
| Doctorate | 40 | 19 | 5 |
| Specialist | 0 | 4 | 1 |
| Masters | 10 | 25 | 40 |
| Bachelors | 0 | 5 | 6 |
| No Degree | 0 | 0 | 1 |
| Age Ranges | | | |
| Under 26 | 0 | 0 | 0 |
| 26 - 35 | 0 | 1 | 14 |
| 36 - 45 | 14 | 27 | 25 |
| 46 - 55 | 28 | 24 | 8 |
| Over 55 | 6 | 1 | 3 |

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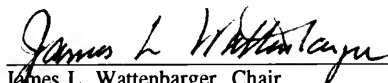
BIOGRAPHICAL SKETCH


Branan David Woodham was born on September 4, 1950, in Mobile, Alabama, and was educated in the public schools of Mobile, Alabama, and San Antonio, Texas. He graduated from MacArthur High School of San Antonio, Texas, in 1968.
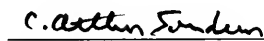
Mr. Woodham attended Auburn University and graduated in 1972 with a Bachelor of Science in zoology. In 1974 he received his Master of Education degree in college student development also from Auburn University.

After graduation from Auburn, Mr. Woodham accepted a position as a Residence Hall Director at Indiana State University in Terre Haute, Indiana. He was employed in this position until 1977. In the fall of 1977 he accepted a position as Residence Life Coordinator with the Division of Housing at the University of Florida in Gainesville, Florida. He served in this role for one year and was promoted to Assistant Director of Housing for Residence Life. He continued as an Assistant Director of Housing with the Division of Housing until leaving the university in 1990. In 1990, Mr. Woodham accepted the position of Director of Housing with the University of North Florida in Jacksonville, Florida. Mr. Woodham began his doctoral work as a part-time student in the Spring of 1984.
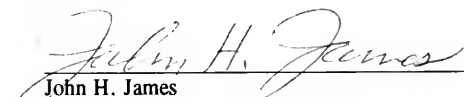
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James L. Wattenbarger, Chair
Distinguished Service Professor
of Educational Leadership


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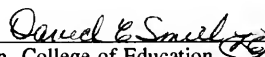
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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 1991

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